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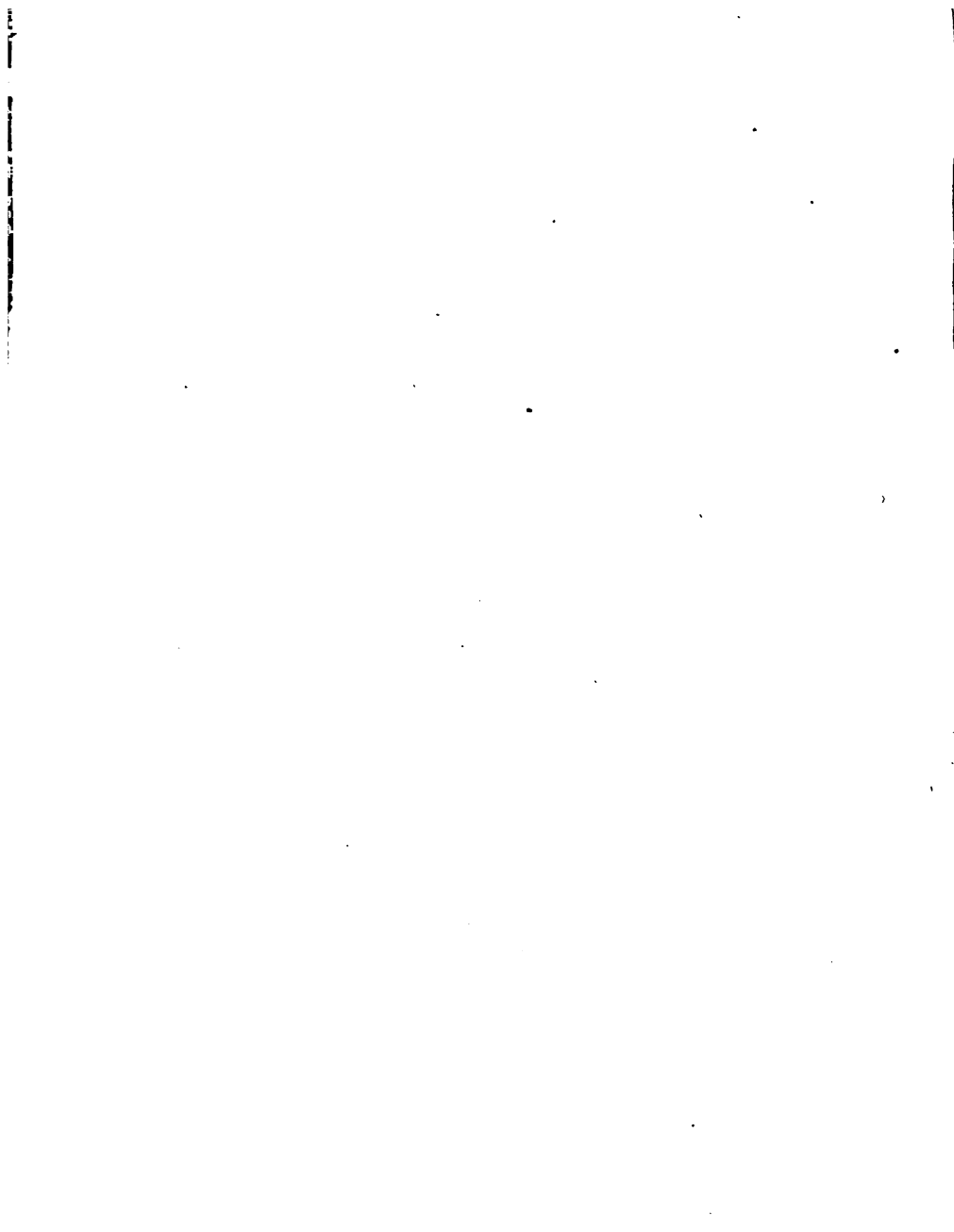
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DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY







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RULES AND REGULATIONS

AND

COURSE OF STUDY

OF THE

PUBLIC SCHOOLS

OF THE

TOWN OF BERKELEY.

1890





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OFFICERS AND MEMBERS

OF THE

BOARD OF EDUCATION,

1890-91

PRESIDENT OF THE BOARD	J. S. EASTMAN
SECRETARY OF THE BOARD	C. H. SPEAR

MEMBERS OF THE BOARD.

Name.	Residence.	Expiry of Term
C. JOHNSON	WEST BERKELEY	1891
JOHN SQUIRES	WEST BERKELEY	1891
JOHN FINN	NORTH BERKELEY	1892
J. S. EASTMAN, A. M., M. D.	BERKELEY	1892
C. GAINES, A. B.	BERKELEY	1893
C. CONE, M. D.	WEST BERKELEY	1893

STANDING COMMITTEES.

<i>Classification</i>	MESSRS. EASTMAN, CONE, GAINES
<i>Finance</i>	MESSRS. GAINES, JOHNSON, EASTMAN
<i>Rules and Regulations</i>	MESSRS. FINN, GAINES, CONE
<i>Supplies</i>	MESSRS. SQUIRES, FINN, JOHNSON
<i>School-Houses and Sites</i>	MESSRS. JOHNSON, SQUIRES, EASTMAN.
<i>High School</i>	MESSRS. CONE, FINN, SQUIRES

Rules and Regulations

OF THE

BERKELEY PUBLIC SCHOOLS.

I.—SCHOOLS, TERMS, VACATIONS.

SECTION 1. *Schools.*—The schools of this department shall be classified as Primary, Grammar and High. The Primary classes shall be designated, Receiving Class, First, Second, Third, Fourth Grades; the Grammar classes, Fifth, Sixth, Seventh and Eighth Grades. The High School classes shall be designated Junior, Middle and Senior.

SEC. 2. *School Year.*—The school year shall begin on the first day of July and end on the last day of the following June. The school year shall be divided into two terms, as follows: The first term shall begin on the first Monday in August and continue twenty weeks; the second term shall commence on the Monday following January 1st and continue twenty-three weeks. The vacations shall be as follows: Two weeks at the close of the first term (at the Christmas holidays), the twelfth week in the second term, and from the close of the second term until the first Monday in August; all legal holidays, and such other days as the Board may declare from time to time.

SEC. 3. *Temporary Suspension of Schools.*—The President of the Board shall have power to suspend the schools in cases of emergency, but his action shall be submitted to the Board for consideration at the earliest opportunity.

SEC. 4. *Daily Sessions.*—The daily sessions of all the schools shall begin at 9 A. M. The Receiving class, First and Second Grades,

shall close at quarter past 2 P. M. The Third Grade shall close at half-past 2, and the other grades at 3 P. M.

SEC. 5.—*Recesses*.—In all classes a recess shall be given from half-past 10 till ten minutes before 11, and from 12 till 1 P. M.

II.—DUTIES OF TEACHERS.

SEC. 6. *Punctuality*.—Teachers shall punctually keep the hours for opening and dismissing school, and during session hours shall devote themselves exclusively to school duties.

SEC. 7. *Opening Rooms*.—Class rooms shall be opened at least fifteen minutes before 9 o'clock, at which time every teacher must be present to take charge. In rainy or unpleasant weather the class rooms shall be open for the reception of pupils at fifteen minutes before 9.

SEC. 8. *Discipline*.—Principals shall be responsible for the general discipline of their schools; Assistants, for order in their rooms. Teachers shall have the power to hold pupils to a strict accountability for any disorderly conduct on their way to or from school, or on the school play-ground, and shall require pupils when dismissed to go immediately home.

SEC. 9. *Directions to Janitors*.—Principals shall give such directions to the Janitors of their schools as will insure the neatness and cleanliness of yards, school-rooms and furniture; and if Janitors fail to follow their instructions, shall report to the President of the Board. Principals shall be responsible for the care of school buildings during school hours; Janitors at all other times.

SEC. 10. *Orders and Requisitions*.—Principals shall send to the Committee on Supplies, on proper blanks, all requisitions for stationery, pens, ink, paper, blanks, cards, etc., not, however, to exceed the limits allowed by the Board. They shall also have the salary vouchers of teachers and janitors made out and duly certified, and presented to the Clerk on or before the first of each month.

SEC. 11. *Promotions*.—Principals are authorized to promote deserving pupils and to transfer to a lower grade those who fail at any time.

SEC. 12. *State Register*.—Each teacher shall keep a "State Re-

gister " in the required form, including the name, age and residence of each pupil, together with the name of the parent or guardian; and shall send a bi-monthly report to the parent or guardian, showing the scholarship and deportment of each pupil.

SEC. 13. *Ventilation and Temperature.*—Teachers shall give vigilant attention to the ventilation and temperature of their rooms and shall especially avoid any excessive degree of heat. At each recess and during calisthenic exercises, they shall open doors and windows, so as to secure an effectual change of air. At all other times, windows shall be opened by lowering them from the top, and children must not be allowed to sit in a strong current of air.

SEC. 14. *Selling Supplies.*—Teachers shall neither advise nor require their pupils to purchase books, publications, or school supplies of any kind, except those authorized by the Board; nor shall they sell to their pupils any books, papers, pencils, or any other school appliances.

SEC. 15. *Sectarianism.*—No sectarian or denominational publication, of any kind whatever, shall be used in the school, or made a part of any school library; nor shall any denominational or sectarian doctrines be inculcated, or present party politics be discussed by teachers on the school premises.

SEC. 16. *Presents and Subscriptions.*—No teacher shall contribute towards any gift to the members of the Board of Education; nor shall pupils be allowed to contribute money towards any gift or present to any teacher or school officer; nor shall a contribution of any kind be made in school, unless authorized by a special act of the Board of Education.

SEC. 17. *Manners and Morals.*—It shall be the duty of all teachers to pay attention to the manners of their pupils; to endeavor to impress upon the minds of their pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of free government, and to train them to a true comprehension of the rights, duties and dignity of American citizenship. The conduct and conversation of the teacher should be a constant example to pupils.

SEC. 18. *Leaving the Department.*—Teachers intending to leave

the Department shall give the Board of Education at least two weeks' notice of such intention. A failure to give such notice shall be regarded as a relinquishment of all salary for the two weeks, and this salary shall be forfeited to the Board of Education.

SEC. 19. *Increase of Salary.*—An Assistant teacher, after a service of five years in the School Department shall receive an increased salary, at the rate of \$5 per month greater than the schedule. [June 15, 1886.]

SEC. 20. *Corporal Punishment.*—Corporal punishment shall be resorted to only in extreme cases, where other means fail to secure obedience. No cruel or unusual punishment or blows by the hand or rule upon the face, ears or head shall be allowed, and no corporal punishment shall be inflicted in the High School, or upon girls in the Grammar Grades. It shall be administered by Principals, or by Assistants only with their sanction, and in no case within fifteen minutes of the commission of the offense, unless the offense is aggravated and requires immediate punishment. Each Principal shall record in the State Register each case of corporal punishment, the name, age and offense of the pupil, mode of punishment, and report the number of cases monthly to the President of the Board. [Jan. 20, 1880.]

SEC. 21. The address of each Principal and teacher is required, that it may be kept on file by the Clerk.

III.—DUTIES AND RIGHTS OF PUPILS.

SEC. 22. *Membership.*—All schools shall be open for the admission of children between six and twenty-one years of age, residents of the Town of Berkeley ; subject to such limitations as may be contained in the State Law, or such limitations as may hereafter be adopted by the Board.

SEC. 23. *Non-resident Pupils.*—Pupils from abroad may be admitted to any school-room in the Town for which they are qualified, and in which there are vacant seats not needed by pupils in the Town, by paying, *in advance*, the following rates of tuition, *per term*, viz.:

Primary Grades	\$ 8 00
Grammar "	10 00
High School	11 00

Non-resident parents, owning property in the Town of Berkeley and paying taxes on the same, shall be allowed to send one of their children, of school age, free of tuition, for each five hundred dollars of valuation, on the presentation of a tax receipt to the Principal.

SEC. 24. *Registration.*—Whenever the prescribed number of pupils has been admitted into any school, the Principal shall keep a register of all applicants, who shall be admitted to vacancies in the order of their registration.

SEC. 25. *Expulsion or Suspension.*—Willful disobedience, habitual truancy, habitual vulgarity or profanity, stealing, or the carrying of deadly weapons, shall constitute good cause for suspension or expulsion from school. Principals only shall suspend pupils, and they shall immediately report all cases of suspension to parents or guardians. The Board only shall have the power for permanent expulsion.

SEC. 26. *Suspension and Damages.*—Pupils who may in any way injure or deface any school property, shall be liable to suspension and punishment, and their parents shall be liable for damages. Pupils whose parents shall have created a disturbance in school, or shall have censured, abused, or insulted any teacher before the class, or on the school premises, shall be liable to suspension.

SEC. 27. *Suspension from Class Exercises.*—Pupils may be temporarily suspended from class exercises by Assistants, who shall immediately report to the Principal for decision.

SEC. 28. *Absence.*—The unexcused absence of a pupil for five days in any school month, shall be good cause for forfeiture of seat; but on application of parent, the Principal may re-admit to the class, subject to such seating accommodation as the room may afford. A pupil absent one-third of the time, except for reason of serious illness, which shall be certified to by the family physician, shall forfeit his right to the privileges of the school for the remainder of the current half term, and may be so dismissed by the Principal.

SEC. 29. *Notice of Absence.*—Whenever a pupil is absent for two consecutive days, the teacher shall notify the parent immediately, unless satisfactory information of the cause of absence is obtained.

SEC. 30. *Excuses.*—Pupils detained from school must bring a written excuse from their parents or guardians on their return. A written or personal excuse from parents or guardians is also required in cases of tardiness or dismissal before the close of school.

SEC. 31. *Truancy.*—Principals shall report immediately to the President of the Board the names and residences of truants and the names of their parents or guardians.

SEC. 32. *Cleanliness.*—Pupils shall give due attention to personal neatness and cleanliness, and any who fail in this respect may be sent home to be properly prepared for school. No pupil who is affected with any offensive or contagious disease shall be allowed to remain in school.

SEC. 33. *Books.*—Pupils on entering school shall be furnished with a list of books and other articles required in the course of study, and the neglect or refusal of parents to supply the required books within one week shall constitute cause for forfeiture of seat.

SEC. 34. *Care of Books.*—Pupils shall be required to use their books with care, and preserve them free from pencil marks and all unnecessary defacement. Teachers may require all school books to be covered, and shall frequently examine all books of their pupils.

SEC. 35. *Discharge.*—Pupils, who request it, shall be entitled, on leaving school, to receive a certificate in accordance with their scholarship and deportment.

IV.—EXAMINATIONS.

SEC. 36.—Brief examinations shall be held bi-monthly in all grades above the Third. The results of these examinations shall be recorded, and shall form a basis for promotion. The standard of promotion shall be as follows :

		Primary.	Grammar.
General average		65 per cent.	60 per cent
Language, Grammar, Reading, Arithmetic, }		60 “	55 “
No two studies below		55 “	50 “

These examinations shall also be the basis of the reports required in Section 12.

SEC. 37. *Promotions.*—Promotions by classes shall be held but once in each year, viz., at the end of the second term, and shall be governed by such rules as may be recommended by the Principals and approved by the Board.

SEC. 38.—*Promotion in High School and Graduation.*—The standard for promotion in the High School shall be 60 per cent. in each study of the course. Graduation from the High School shall be held at the close of the second term of each year, on such day as the Board may direct. All diplomas of *graduation* from the High School shall be issued by the Board on the recommendation of the Principal, and shall be signed by the President of the Board and the Principal of the High School; and only persons receiving such diplomas shall rank as graduates.

V.—GENERAL REGULATIONS.

SEC. 39. *Buildings.*—No school buildings shall be used for any other than school purposes except by special permission of the Board of Education.

SEC. 40. *Exhibitions, Etc.*—No festival, exhibition, concert excursion, or picnic shall be held by any school, unless authorized by the Board of Education.

SEC. 41. *Assignments and Transfers.*—The Board, in electing teachers to any position, reserves the right to assign or transfer teachers from time to time to such positions as it may determine.

SEC. 42 *Complaints Against Teachers.*—Complaints against teachers shall be made to the Board in writing; and in considering any complaint which might affect a teacher's standing in the Department, the Board shall give such teacher the opportunity of being heard in self-defense. [June 6, 1887.]

SEC. 43. *Library Books.*—The Principal of each school shall be held responsible by the Board of Education for the proper care of all library books and books of reference belonging to the school.

SEC. 44. *Duties of Janitors.*—Janitors shall report for duty to the Principals at the hours of opening and closing school. They shall keep school buildings, furniture, yards and outbuildings neat

and clean; shall build fires, open and close school buildings and yards, and perform other responsible duties as ordered by Principals. They shall have the right of appeal from the orders of the Principal to the Board.

SEC. 45. *Substitute Teachers.*—The Principals shall have power to appoint Substitute Teachers when needed, for a term not to exceed one week, and shall report such appointment to the President of the Board, who shall have power to continue such appointment until the next meeting of the Board.

SEC. 46. *Schedule of Salaries.*—Salaries of all teachers shall be by the calendar month, as follows:

Principal of High School	\$175 00
Principal of Grammar School	125 00
Teacher in High School	82 50
Eighth, Seventh and Sixth Grades	68 75
Fifth, Fourth, First Grades, and Receiving Class	65 00
Third and Second Grades.	60 00

SEC. 47.—A deduction of \$2,50 per month shall be made from the schedule salary in the case of any teacher who is either

1. Teaching the first year in any public school.
2. Possessed of only a Primary Teacher's Certificate.

SEC. 48. *Deductions from Salary for Absence.*—The following deductions from the schedule shall be made for absence:

Principal of High School, per diem	\$5 75
“ Grammar	4 10
First, Fourth, Fifth Grades	2 15
Second, Third Grades	1 95
Sixth, Seventh, Eighth Grades	2 25
High School	2 70

SEC. 49. *Pay of Substitute Teachers.*—Substitute teachers shall be paid as follows:

In the Primary Grades, per diem	\$2 25
“ Grammar “ “	2 50
“ High School	3 00

AMENDMENTS TO THE RULES AND REGULATIONS

Adopted June 16, '91, by Resolution. Amended June 23, 91.

SEC. 46. *Schedule of Salaries.*—Of all teachers shall be by the year as follows:

Principal of High School	\$2,100 00
Principal of San Pablo and 7th St. School	1,650 00
Assistants in the High School	1,020 00
Teachers of the Eighth and Seventh Grades	840 00
Teachers of the Sixth and Fifth Grades	810 00
Teachers of the Fourth and Third Grades	780 00
Teachers of the Second and First Grades	750 00
Teachers of the Receiving Class	840 00

To be paid monthly.

SEC. 47. Teachers in the First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, and assistants in the High School, shall receive \$60 per year, to be paid monthly, in addition to the above, for five consecutive years' service in the department.

Teachers in the primary grades who hold second grade certificates shall receive \$30 per year less than the above schedule, to be deducted monthly.

There shall be deducted for want of experience as follows:

From teachers having one year's experience, but less than two, \$60 per year, to be deducted monthly.

From teachers having less than one year's experience, \$120 per year, to be deducted monthly.

SEC. 48. *Deductions from Salary for Absence.*—The following deductions shall be made for absence:

From the salary of the Principal of the High School, per diem	\$8 00
From the salary of the Principal of the San Pablo and 7th St. Schools, per diem	7 00
From the salary of the Assistants in the High School, per diem	4 00
From the salary of the teachers in the Grammar Grades and Receiving Classes, per diem	3 50
From the salary of the teachers in the Primary Grades, per diem	3 25

SEC. 49. *Pay of Substitute Teachers.*—Substitute teachers shall be paid the same per diem as is deducted for absence of regular teachers.

MEETINGS OF THE BOARD.

At each regular meeting of the Board of Education, the order of business shall be as follows :

1. Reading of Minutes.
2. Report of Special Committees.
3. Report of Standing Committees.
4. Unfinished Business.
5. New Business.
6. Adjournment.

The presiding officer shall enforce the usual rules of order, and the appeal, in cases called in question, shall be to Robert's Manual.



COURSE OF STUDY.

In the following course of study detailed methods are left to the individual tact and skill of the teacher. Certain results are required, but it is not expected that all will reach these results in the same way. The text books are an aid to teachers, but their instruction should by no means be limited to the matter in the books.

The arrangement of lessons in the text books is far from perfect, and the teacher must constantly exercise a wise discrimination both in assigning lessons and in omitting unimportant matter.

The habit of committing to memory extracts from standard authors is a very important and useful one. In all grades the pupils should be required to do this systematically, at the rate of about ten lines per week, or four hundred lines per year. Selections from the reading lessons may be used for this purpose. When practicable, whole poems should be committed in this manner.

In the Third, Fourth and Fifth Grades, selections for supplementary reading shall be confined chiefly to the subjects of Descriptive Geography, History and Natural Science; in the Sixth, Seventh and Eighth Grades, purely literary works may be added to the foregoing.

Teachers must constantly bear in mind—

1. To teach reading in lower grades as rapidly as possible.
2. To teach the correct use of language.
3. To cultivate habits of close observation.
4. To awaken an interest in natural objects.
5. To cultivate good morals, gentleness and politeness.
6. To encourage neatness and cleanliness of person and dress.

In accordance with the State Law, instruction shall be given in all classes during the entire school course as to the nature of alcoholic drinks and narcotics, and their effects upon the human system.

Moral instruction shall be given in all classes, in such a manner and degree as may be suited to the age and capacity of the pupils, in such topics as the following, viz. Habits of order, behavior, duties to parents, to teachers, to schoolmates, to the helpless and the needy, neatness, self-control.

Calisthenics or light gymnastics, with vocal exercises, shall be practised in all classes at least once each half day; singing every day, and industrial drawing twice a week.

RECEIVING CLASS.

Reading—(a) Chart reading.

(b) State First Reader, to page 32.

(c) As much supplementary reading as practicable, from Stickney's First Reader.

Numbers—(a) Teach to write and read numbers from 1 to 50.

(b) To count by 1's, 2's, 5's and 10's to 50.

(c) Teach all operations involving numbers from 1 to 10 inclusive; (Object method exclusively.)

Spelling—(a) Phonic exercises.

(b) Oral and written spelling from Reader to page 32.

(c) Use of *macron* and *breve*.

Language—(a) Conversational exercises about familiar objects and domestic animals. (Illustrated.)

(b) Correction of common errors in the use of language. Require pupils to answer questions and carry on conversation, using complete sentences.

(c) Teach the form of a simple statement and use of the period.

(d) Require pupils to reproduce short stories, orally; also, to memorize short poems.

Drawing—Garin's Manual to section 17.

Writing—(a) Payson, Dunton and Scribner's charts. Particular attention to correct positions of body and hands; also, to the formation and relative size of letters.

(b) Practice writing movements in concert.

Music—

FIRST GRADE.

Reading—(a) State First Reader, completed.

(b) Supplementary reading from other Readers.

(c) Stickney's First used last half of the year.

Numbers—Counting by 2's, 5's and 10's to 100. All operations, oral and written, from 1 to 20 inclusive. Reading at sight the 45 addition combinations of two figures.

- Addition of single columns; the sum not to exceed 20.

Develop the idea of $\frac{1}{2}$ and $\frac{1}{3}$ by the use of objects.

- Drill in State Primary Arithmetic to Lesson 40.

Spelling—(a) Phonic Exercises.

(b) Oral and written spelling of all words in reading lessons.

Language—Continue conversational exercises on familiar objects and the domestic animals. Correction of the common errors in the use of language. Use of capitals, period and interrogation point.

Teach days of the week. Use the words in the spelling lessons in the formation of statements and questions.

Teach time by the clock.

Memorize short poems and other quotations.

Music—

Drawing—Garin's Manual to page 32.

SECOND GRADE.

Reading—Stickney's Second Reader.

For supplementary reading—Wright's Nature Reader, No. 1.

Continue phonetic drill on the elementary sounds.

Numbers—Notation and Numeration to 100,000.

Roman numerals to C.

Counting by 2's, 3's, 4's, 5's, 6's to 100.

Teach combination and separation by numbers to 100.

Frequent practice in the addition of digits, the sum not to exceed sixty.

Tables of United States Money and Linear Measure,

Fractional parts of units as far as 1-9.

State Primary Arithmetic to Lesson 80.

Spelling—The spelling of words to be taught in connection with their use in language by sentence building and dictation exercises. The words are to be selected from the Reader in use in this grade; the last two lessons to be omitted.

Phonetic spelling of simple words containing only the long and short vowel sounds.

Language.—Uses of capital, period, and interrogation point. Teach the use of the point of exclamation and comma in separating the words of a series.

Correction of errors in the use of language. Teach pupils to express their thoughts in complete sentences, and to write related consecutive sentences on simple familiar subjects. Short stories should be reproduced, orally and in writing. Object lessons on animals, plants, the human body, etc., as the basis of conversational and written language lessons. Simple pictures to be studied and described.

Geography.—Local Geography. Cardinal points of the compass. Relative positions of Berkeley, San Francisco and Oakland. Berkeley, its boundaries, direction of principal streets and location of school-house and other prominent objects. Draw map of school-yard.

Drawing.—Exercises on slate and paper. While Garin's Manual is used as a text book, the work of this grade is to include pages 32 to 48.

Writing.—Writing on slate and paper. P. D. & S. copy books. No. 2 (shorter course) may be used at option of teacher and principal.

Music.—

THIRD GRADE.

Reading.—Second Reader to page 151.

Supplementary, "Seaside and Wayside," No. 2, or an equivalent. Drill on vowel and consonant sounds.

Arithmetic.—Continue drill on Multiplication Table, and rapid work in Addition and Subtraction, Multiplication and Short Division; also in fractional parts of numbers, as 1-10th, 1-11th, 1-12th of table numbers. Notation and Numeration to 1,000,000. Roman Numerals, including C. D. & M. State Elementary Arithmetic to page 98. Daily practice in mental work.

Spelling.—Selected words from the State Reader, Geography, Language or other lessons, only such as are apt to be required by pupils in their general work.

Language—Sentence building and punctuation as in the Second Grade. Practice letter-writing and the reproduction of stories. General lessons on animals and plants—on qualities, form, color, size of objects. Train correct habits of perception. State Language Book to Lesson 57. (Book in hand of teacher only.)

Geography—Points of compass. Direction of prominent objects with respect to each other. Lessons on the land surface of the surrounding country. Name of County, State and Country. Trips to San Francisco, Oakland, Alameda and San Rafael. Observation of common minerals and metals. Use modeling board to develop divisions of land and water. Slope of land around home. References to State Elementary Geography.

Drawing—Industrial Drawing. Garin's Manual to page 66, Lessons 40 to 64 inclusive.

Writing—P. D. & S. copy books, No. 3, shorter course, or equivalent. Fore-arm movements to be taught.

Music.

FOURTH GRADE

Reading—State Second Reader, from page 151 to the end of the book.

For supplementary reading use Nature's Reader, "Seaside and Wayside," No. 3, and some book of United States History suitably arranged for children; the Nature's Reader to be in the hands of the pupils, the History to be the teacher's Desk Book. Continue the work of the lower grades in Phonic drill.

Arithmetic—Thoroughly review the topics of the lower grades. Notation and Numeration to 100,000,000. In higher Multiplication the multiplier not to exceed three figures; in Long Division, the divisor not to exceed three figures. Work in United States Money.

State Primary Arithmetic, from Lesson 98 to the end of the book, omitting fractions.

Make a specialty of mental work. Ray's, Colburn's, Brook's and Robinson's Mental Arithmetic as Desk Books.

Drill constantly in rapid addition and multiplication.

Spelling—Words from Readers and Geography. Select such only

as are liable to be required by pupils in their ordinary written and oral work.

Frequent dictation exercises.

Language—State Language Book, from Lesson 47 to Composition. Use of Quotation marks and apostrophe. Frequent reproduction of short stories. Have the pupils describe what they see. Train in habits of consecutive thought, and in the expression of thought in complete sentences. Teach the pupils to talk as well as to write correctly.

Geography—State Elementary Geography to Map of California. Study Alameda County. In studying United States and California omit details. Draw outline map of California.

Drawing—Garin's Manual, Sections 65 to 84.

Writing—P. D. & S., shorter course, No. 4, or its equivalent.

FIFTH GRADE.

Reading—Third Reader, State Series, first half, at discretion of teacher. Use dictionary constantly. Webster's Academic Dictionary is recommended for all pupils in this and advanced grades. Drill in diacritical marks. Discuss the subject matter of what is read sufficiently to have it thoroughly understood. Continue drill in Phonics, Syllabication and Accent.

Supplementary reading, "Readings from Nature's Book" (Swinton.)

Arithmetic—State Advanced Arithmetic, to page 110. Division of Decimals. Mental work daily. Ray's, Robinson's, Brook's and Colburn's Mental Arithmetics as Desk Books. Frequent reviews of topics of lower grades. Practical questions and problems. Forms of simple bills. Frequent practice in rapid Addition and Multiplication.

Spelling—Work of Fourth Grade continued.

State Speller to Lesson 150.

Language—Especially attention to Punctuation and Paragraphing. Conversation exercises twice a week about subjects of interest, especially those illustrating Geography.

State Language Book—*finished*.

Frequent exercises in reproduction of reading lessons.

Geography—State Primary Geography. Western Hemisphere by topics, as indicated for Fourth Grade. Have each pupil draw one well finished map of a Grand Division during each term. Review the United States in greater detail than during advance study in the Fourth Grade.

Drawing—Industrial Drawing. Garin's Manual. Sec. 84 to 89.

Writing—P. D. & S., Nos. 5 and 6, shorter course, or their equivalent.

Music.

SIXTH GRADE.

Reading—Third Reader, State Series, according to judgment of the teacher.

Observe suggestions for Fifth Grade work.

Supplementary reading: Scribner's Geographical Reader and Primer.

Arithmetic—State Advanced Arithmetic, pages 110 to 172. Teach pupils to make out bills and receipts correctly. Review fractions, and devote much time to actual measurements with yard stick, one foot rule and surveyor's line, and also in the solid measures. For Desk Books in Mental Arithmetic, see Fifth Grade.

Spelling—State Speller to Lesson 300; also words from Readers and Geography. Require the etymology of all words in every subject as used.

Language—Review Language Lessons if necessary. State Advanced Grammar, Part I. Compositions to include abstracts of all the lessons in prose from the readers, and also paraphrases of the selections in poetry.

Geography—State Elementary, complete. Require a well finished map of a Grand Division from each pupil, each term. Review the work by inter-comparison of countries in their political and physical features.

Drawing—Garin's Manual, as a guide. Decorative and Constructive Drawing.

Writing—See Fifth Grade.

Music.

SEVENTH GRADE.

Reading—Third Reader, State Series.

Supplementary reading: Eggleston's History of United States, Washington and his Country, (Irving) published by Ginn & Co. and Tanglewood Tales.

Arithmetic—State Advanced Arithmetic, from pages 174 to 214, including Commission, Profit and Loss, Simple Interest, Analysis, U. S. Money. Longitude and Time. Review of all subjects required in actual business, as lumber measure, capacity of bins, etc. Mental Arithmetic: Ray's, Colburn's, Brook's and Robinson's as Desk Books,

Spelling—State Speller to page 168. Words from other text books used. Definitions and sentence making.

Language—State Advanced Grammar to page 134. Letter writing and punctuation, from page 264 to the end of the book. Paraphrasing and abstracts as in the Sixth Grade. Stated Composition exercises twice a month, to be copied into a Blank Book.

Writing—Ward's Business Forms (1 and 2.)

Geometry—Hill's Lessons to Chapter V, omitting, if desired, problems involving a knowledge of the Metric System.

Drawing—With Geometry.

Physiology—Human Body and its Health, by Smith, to Ch. VII.

History—Eggleston's Young Folks' History; principal events and dates only.

Biographical sketches of prominent characters to be written.

Geography—Geography reviewed in connection with the History.

EIGHTH GRADE.

Reading—Swinton's American Classics, Evangeline, Life of Franklin (Ginn & Co.)

Arithmetic—State Advanced as basis. Review thoroughly the work of the preceding grades.

The work in this grade includes Simple and Compound Propor-

tion, Partnership, Insurance, Taxes, Compound Interest, Discount and Present Worth, Accounts, Square and Cube Root, Mensuration.

Mental Arithmetic constantly during the year. Same Desk Books as in preceding grades.

Language—State Advanced Grammar, from page 134. Review all previous work. Letter writing, business forms. Invitations and their answers especially attended to.

Compositions at least once a month. Frequent exercises in paraphrasing and abstract writing.

Geometry—Hill's Lessons Completed. Drawing in connection with Geometry.

History—(State Series as a basis.) Complete talks about the Declaration of Independence. Taxes, Constitution of United States, United States Flag, Duties of Officers and Duties of Citizens.

Review Geography in connection with History.

Physiology—Human Body and its Health, by Smith, finished.

Writing—Ward's Business Forms (3 and 4.)

In all of these grades the Supplementary Readers are subject to such changes from time to time as the Board may deem advisable.



HIGH SCHOOL.

CLASSICAL COURSE.

JUNIOR YEAR—FIRST TERM.

Latin—Beginner's Latin Book.

English—Lady of the Lake. Plutarch's Lives. Kellogg's Rhetoric to page 81.

Mathematics—Algebra.

History—Greece.

JUNIOR YEAR—SECOND TERM.

Latin—Grammar and Cæsar.

Greek—First Lessons.

Mathematics—Algebra.

History—Rome.

MIDDLE YEAR—FIRST TERM.

Latin—Collar's New Practical Composition. Grammar and Cæsar. Reading of easy Latin at sight.

Greek—Grammar and Anabasis.

English—Alhambra. Kellogg's Rhetoric.

Mathematics—Geometry.

MIDDLE YEAR—SECOND TERM.

Latin—Collar's New Practical Composition. Reading at sight. Grammar and Cicero.

Greek—Jones' Greek Composition to Lesson XX. Grammar and Anabasis.

English—Merchant of Venice. Julius Cæsar. Kellogg's Rhetoric (completed.)

Mathematics—Geometry.

SENIOR YEAR—FIRST TERM.

Latin—Virgil. Cicero and Latin Composition. Reading at sight.

Greek—Anabasis. Jones' Composition (finished.)

Mathematics—Algebra. Geometry.

SENIOR YEAR—SECOND TERM.

Latin—Virgil. Latin Composition. Reading at sight.

Greek—Homer.

English—The Newcomes.

Mathematics—Algebra. Geometry.

Civil Government.

LITERARY COURSE.

JUNIOR YEAR—FIRST TERM.

Latin—Beginner's Latin Book.

English—(1) Plutarch's Lives. Lady of the Lake. Kellogg's Rhetoric to page 81.

Mathematics—Algebra.

History—Greece.

JUNIOR YEAR—SECOND TERM.

Latin—Grammar and Cæsar.

English—(14) Sir Roger de Coverley. Snow Bound. Lay of the Last Minstrel.

Mathematics—Algebra.

History—Rome.

MIDDLE YEAR—FIRST TERM.

Latin—Collar's New Practical Composition. Grammar and Cæsar. Reading of easy Latin at sight.

English—The Alhambra. Kellogg's Rhetoric to page

History—Mediæval and Modern.

Mathematics—Geometry.

MIDDLE YEAR—SECOND TERM.

Latin—Latin Composition. Grammar and Cicero. Reading at sight.

English—Merchant of Venice. Julius Cæsar. Rhetoric (finished.)

History—Mediaeval and Modern.

Mathematics—Geometry.

SENIOR YEAR—FIRST TERM.

Latin—Cicero and Virgil. Latin Composition. Reading at sight.

English—Vision of Sir Launfal. Burke, Vol. I.

Mathematics—Geometry. Algebra.

Science—Natural Philosophy.

SENIOR YEAR—SECOND TERM.

Latin—Virgil. Latin Composition.

English—(1) The Newcomes. (14) Hales' Longer English Poems.

Mathematics—Algebra. Geometry.

Science—Natural Philosophy.

Civil Government.

SCIENTIFIC COURSE.

JUNIOR YEAR—FIRST TERM.

English—Plutarch's Lives, Lady of the Lake, Kellogg's Rhetoric, to page 81.

Science—Physical Geography.

Mathematics—Algebra.

History—Greece.

JUNIOR YEAR—SECOND TERM.

English—(14) Sir Roger de Coverley. Snow Bound. Lay of the Last Minstrel.

Science—Botany.

Mathematics—Algebra.

History—Rome.

MIDDLE YEAR—FIRST TERM.

English—Kellogg's Rhetoric to page . The Alhambra.

Science—Astronomy.

History—Mediaeval and Modern.

Mathematics—Geometry.

MIDDLE YEAR—SECOND TERM.

English—Merchant of Venice. Julius Caesar. Kellogg's Rhetoric (finished.)

Mathematics--Geometry.

Science--Chemistry.

History--Mediaeval and Modern.

SENIOR YEAR--FIRST TERM.

English--(14) Vision of Sir Launfal. Burke's Works, Vol. I.

Science--Natural Philosophy.

Mathematics--Geometry. Algebra.

SENIOR YEAR--SECOND TERM.

English--(1) The Newcomes. (14) Hales' Longer English Poems

Science--Natural Philosophy.

Mathematics--Geometry and Algebra.

Civil Government.

In the Senior Year in all the courses there must be a short review of Arithmetic. In the work in English such substitutions may be made from time to time as are required for admission to the University.

TEXT BOOKS USED IN THE HIGH SCHOOL.

LATIN.

Collar & Daniel's Beginner's Latin Book.

Collar's New Practical Latin Composition.

Allen & Greenough's Grammar.

" " Caesar.

" " Cicero.

" " Virgil.

For Sight reading, Heatley and Kingdon's Gradatim. Cicero's stories from Ancient History. Livy's Legends of Ancient Rome.

GREEK.

White's First Lessons.

Jones' Composition.

Goodwin's Grammar.

Goodwin's Anabasis.

Keep's Homer.

ENGLISH.

Kellogg's Rhetoric.
 Burke, Vol. I. (Payne.)
 American Poems (Houghton, Mifflin & Co.)
 Hales' Longer English Poems (Macmillan & Co.)
 Shakespeare. (Rolfe's or Hudson's edition.)
 Milton's Comus.
 Plutarch's Lives. (Ginn & Co.)
 The Alhambra.
 The Lady of the Lake. (Rolfe's edition.)
 The Lay of the Last Minstrel. (")
 The Newcomes.
 Sir Roger de Coverly.

HISTORY.

Myers' Ancient.
 Myers' Mediaeval and Modern.

SCIENCE,

Sharpless & Phillips' Astronomy.
 Huston's Physical Geography.
 Rattan's California Flora.
 Mead's Chemical Primer.
 Gage's Natural Philosophy.

MATHEMATICS.

Fish's Arithmetic.
 Wentworth's complete Algebra.
 Wentworth's Plane and Solid Geometry.

 COURSE OF STUDY.

In the months of February and March, 1889, three conferences were held between representatives of the University Faculties, High Schools and other educational bodies. The subject under discussion was the course of study best suited to the needs of High Schools, whether for their general objects, or for their special object of preparing for the University. The Courses given above are made in accordance with the outline adopted by the conference, and they have been arranged with reference to the preferences of parents.

The first is the usual preparatory Classical course; the second differs in the omission of Greek, and the substitution of a more extended course in English; the third omits both Latin and Greek, substituting more work in English and Natural Science. While pupils are free to select either, the Classical or the Literary Course is recommended to those who intend to graduate from the school.

REQUIREMENTS FOR ADMISSION.

A certificate of graduation from a Grammar School or examination in the studies of the lower grades. Persons may enter any class at any time on passing a satisfactory preliminary examination, and also an examination in the work of the High School which the class has already completed.

GRADUATION.

Graduation is possible only on the satisfactory completion of an entire course. Students can change from one course to another only at the beginning of a school year. Students changing from one course to another must take *all* of the studies in the course to which they change before they will be allowed a diploma of graduation.

Grading is on the scale of 100. A general average of term and examination marks below 60 is a failure in that subject.

FEES.

Tuition is free to the residents of Berkeley. Non-residents are charged \$5.50 per quarter, or \$22 per year, *in advance*.

CALENDAR.

The first term begins the on first Monday in August, and continues 20 weeks. The second term begins the Monday after New Years, and continues 23 weeks.

Pupils desiring to enter can see the Principal at the High School between 8:30 and 9 every school day, and between 9 A. M. and 3 P. M. on the Saturday preceding the beginning of each term. Letters addressed to the Principal at Berkeley will receive prompt attention.

11



ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

TOWN OF BERKELEY,

FOR THE

Year ending June 30, 1892.



BERKELEY, CAL.:
PRINTED AT THE BERKELEY DAILY ADVOCATE OFFICE.
1892.

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ANNUAL REPORT
OF THE
Public Schools of the Town of Berkeley.

School Terms.

The first term of the school year begins on the first Monday in August, and continues twenty weeks. During this term, Admission Day, the week of the County Institute and Thanksgiving Day, are holidays.

The second term begins on the Monday after New Year's Day and continues twenty-three weeks. During this term Washington's Birthday, May Day, Memorial Day and the twelfth week of the term, are holidays.

Calendar 1892-'93.

August 1.—First term opens.
Sept. 8.—Admission Day (holiday).
———County Institute week (holiday).
Nov. 24 and 25.—Thanksgiving (holiday).
Dec. 16.—First term closes.
Dec. 16 to Jan. 1, 1893.—Christmas vacation.
Jan. 2.—Second term opens.
Feb. 22.—Washington's Birthday (holiday).
March 17 to 24.—Midterm vacation.
May 1.—May Day (holiday).
May 30.—Memorial Day (holiday).
June 9.—The schools close for the year.

The Principal of the High School may be found at his office in the Kellogg School building from 8:30 to 9, and from 3 to 4 every school day. On Saturdays, during term time, from 1 to 3 P. M.

Officers of the Board.

J. W. RICHARDS	President
JOHN SQUIRES	President <i>pro tem.</i>
CHARLES H. SPEAR	Clerk

School Directors.

J. W. RICHARDS,	Expiration of term. 1893
Residence, Haste street, below Shattuck avenue.	
DR. FRANK B. CONE,	1893
Residence, University avenue, between Sixth and Seventh, West Berkeley.	
JOHN SQUIRES,	1894
Residence, University avenue, below Town Hall.	
C. ENGBRETSSEN,	1894
Residence, cor. Seventh and Rose streets.	
BENJ. F. BERGEN,	1895
Residence. cor. Telegraph and Ashby avenues.	
A. L. OTT,	1895
Residence, cor. Louisa and Vine streets.	

Committees of the Board.

CLASSIFICATION—

Messrs. Bergen, Cone and Ott.

FINANCE—

Messrs. Ott, Squires and Bergen.

RULES—

Messrs. Engebretsen, Cone and Ott.

SUPPLIES—

Messrs. Richards, Squires and Engebretsen.

SCHOOL HOUSES AND SITES—

Messrs. Squires, Cone and Richards.

HIGH SCHOOL—

Messrs. Cone, Bergen and Engebretsen.

Meetings of the Board.

The regular meetings of the Board are held on the first and third Tuesdays of each month, at 8 p. m., at the Town Hall.

List of Teachers for the Year ending June 30, 1892.**EAST BERKELEY.**

S. D. Waterman,	} . High	Nellie M. Norman,	4th
Annie C. Edmonds,		Sarah Fox,	3rd
Ada H. Ramsdell,		Lida Coddington,	3rd
James D. Meeker,		Sarah T. French,	2nd
Juliet H. Lombard,	. 8th	A. Beatrice McDonald,	1st
Sarah L. Daniels,	. 7th	Helen M. Gompertz,	Recv'g
Carrie L. Remington,	. 6th	Amy C. Cotrel,	Recv'g 1 & 2
Anna E. Wilson,	5th and 6th	L. L. Shaw,	" "
A. F. Keefer,	. 5th	M. E. Bergen,	" "
Cora W. Kennedy,	. 4th		

WEST BERKELEY.

J. W. Warnick .	} 8 and 7	Gussie Woodall,	3rd
Susie M. McClure,		Mary A. Kastens .	2nd
Nellie Malloy, .	. 6th	Lilian Welton, .	1st
Cassie Henderson, .	. 5th	Emma S. Peterson,	Recv'g
Carrie Woodley, .	. 4th		

These teachers have all been re-elected, but not assigned.
The following new teachers have been elected :

Mr. L. M. Frick,	}	Assigned to the Lorin school
Miss Etta Ellerhorst,		
Miss Dora Ellerhorst,		
Mrs. C. Germain Potwin,		
Miss Ruth A. Hobson,		Assistant in High School
Miss L. J. Shaw, Miss Olive Squires,		Unassigned

Miss Agnes McLean, special teacher of Physical Culture in all the schools, and of Elocution in the High School.

Schedule of Salaries

Of all teachers shall be by the year, as follows :

Principal of High School	\$2,100 00
Vice-Principal	1,200 00
Principal of San Pablo and Seventh St. School	1,650 00
Assistants in the High School	1,020 00
Teachers of the Eighth and Seventh Grades	840 00
Teachers of the Sixth and Fifth Grades	810 00
Teachers of the Fourth and Third Grades	780 00
Teachers of the Second and First Grades	750 00
Teachers of the Receiving Class	840 00

To be paid monthly.

Teachers in the First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, and assistants in the High School, shall receive \$60 per year, to be paid monthly, in addition to the above, for five consecutive years' service in the department.

Teachers in the primary grades who hold second grade certificates shall receive \$30 per year less than the above schedule, to be deducted monthly.

There shall be deducted for want of experience as follows :

From teachers having one year's experience, but less than two, \$60 per year, to be deducted monthly.

From teachers having less than one year's experience, \$120 per year, to be deducted monthly.

Deductions from Salary for Absence.—The following deductions shall be made for absence :

From the salary of the Principal of the High School, per diem	\$8 00
From the salary of the Principal of the San Pablo and Seventh St. Schools, per diem	7 00
From the salary of the Assistants in the High School, per diem	4 00
From the salary of the teachers in the Grammar Grades and Receiving Classes, per diem	3 50
From the salary of the teachers in the Primary Grades, per diem	3 25

Pay of Substitute Teachers.—Substitute teachers shall be paid the same per diem as is deducted for absence of regular teachers.

For the present the Principal of the High School is paid \$300 per annum extra for supervising the work in the East Berkeley schools.



TABLE OF ENROLLMENT AND DAILY ATTENDANCE FOR THE YEAR
ENDING JUNE 30th, 1892.

	Grade.	Teacher.	No. En-rolled for the year.	Average No. be- longing.	Average Daily Attend'ce	Per cent. of Attend'ce.
Kellogg.....	Receiving ..	Helen M. Gompertz....	59	48	43	94
	Second	Sarah T. French.....	48	45	43	95
		(Sarah Fox.....	50	40	38	95
	Third	Lida Coddington.....	48	41	37	97
	Fourth.....	Cora W. Kennedy.....	55	43	41	95
	Fifth	A. F. Keefer	58	50	48	96
	Sixth.....	Carrie Remington	56	48	46	96
	Seventh.....	Sarah L. Daniels.....	69	60	56	94
		{ S. D. Waterman....	129	109	104	95
		Annie C. Edmonds				
		Ada H. Ramsdell...				
		James D. Meeker...				
	High					
Aitken's	Eighth	Juliet H. Lombard....	59	48	45	94
I. O. O. F.	First.	A. Beatrice McDonald.	48	40	38	95
Chan'g way.	5th and 6th	Anna E. Wilson	62	54	52	96
Blake St.....	Rec. 1 and 2	L. L. Shaw.....	61	46	43	94
Choate St. ...	Rec. 1 and 2	M. E. Bergen.....	46	38	35	94
Rose St.	Fourth.....	Nellie M. Norman.....	29	32	30	94
	Rec. 1 and 2	Amy C. Cotrel.....	69	52	48	93
			956	792	747	94
Seventh St...	{Receiving	Emma S. Peterson	92	54	50	94
	{First.....	Lilian Welton.....	53	42	40	95
San Pab. ave	{Second ...	Mary H. Kastens.....	63	47	46	98
	{Third.....	Gussie M. Woodall....	43	41	40	99
	Fourth.....	Carrie Woodley.....	50	38	35	92
	Fifth	Cassie Henderson.....	46	36	35	97
	Sixth.....	Nellie Malloy.....	35	30	28	93
	Seventh...}	Susie McClure.....	33	25	27	94
	Eighth}					
	Principal...	J. W. Warnick.....				
			415	297	258	95
Total.			1,371	1,089	1,005	95

List of Promotions for the year ending June 30,
1892.

EAST BERKELEY SCHOOLS.

From 8th grade to High School.....	34
“ 7th “ 8th	42
“ 6th “ 7th (Kellogg).....	39
“ 6th “ 7th (Channing way).....	21
“ 5th “ 6th (Kellogg).....	41
“ 5th “ 6th (Channing way)	22
“ 4th “ 5th (Kellogg)	36
“ 4th “ 5th (Rose street).....	22
“ 3rd “ 4th (Miss Coddington).....	31
“ 2nd “ 3rd (Kellogg).....	31
“ 2nd “ 3rd (Rose street)	20
“ 2nd “ 3rd (Choate street).....	10
“ 2nd “ 3rd (Blake street).....	15
“ 1st “ 2nd (Kellogg).....	37
“ 1st “ 2nd (Rose street).....	7
“ 1st “ 2nd (Choate street).....	5
“ 1st “ 2nd (Blake street).....	11
“ Receiving Class to 1st (Kellogg).....	34
“ “ “ 1st (Rose street).....	11
“ “ “ 1st (Choate street)	11
“ “ “ 1st (Blake street).....	10

WEST BERKELEY SCHOOLS.

From 8th to High.....	9
“ 7th “ 8th.....	8
“ 6th “ 7th.....	23
“ 5th “ 6th	28
“ 4th “ 6th	32
“ 3rd “ 4th	32
“ 2nd “ 3rd	33
“ 1st “ 2nd.....	42
“ Receiving to 1st	51

LORIN SCHOOLS.

From 8th to High School.....	15
“ 7th “ 8th	9
“ 6th “ 7th	18
“ 5th “ 6th	16
“ 4th “ 5th	32
“ 3rd “ 4th.....	20
“ 2nd “ 3rd	19
“ 1st “ 2nd.....	14
“ Receiving Class to 1st	13

Members of Board of Education.

1879—W. B. Rising.	H. C. Castens.
Martin Kellogg.	H. B. Berryman.
Henry Bruns.	H. A. Palmer.
Martin Dale.	H. McCaskell.
Wm. H. Johnson.	1884—Wm. C. Jones.
M. B. Starr.	H. A. Palmer.
(Resigned. H. A. Palmer	H. McCaskell.
filled vacancy.)	H. B. Berryman.
1880—H. A. Palmer.	F. H. Wheelan.
Martin Kellogg.	(Resigned. Samuel Hey-
Chauncey Gaines.	wood elected.)
Wm. H. Johnson	George Jebens.
George W. Dornin.	Deceased. W. C. Wright
H. A. Bunce.	elected.)
(Resigned. Dr. Braman	1885—R. W. Andrews.
filled vacancy.)	Sam. Heywood.
1881—Martin Kellogg.	C. H. Burr.
Chauncey Gaines.	W. C. Jones.
H. McCaskell.	H. A. Palmer.
H. A. Palmer.	H. B. Berryman.
H. Kastens.	1886—C. H. Burr.
George Dornin.	W. C. Jones.
1882—F. H. Wheelan.	R. W. Andrews.
H. McCaskell.	Sam Heywood.
M. Kellogg.	Wm. McCleave.
C. Gaines.	W. H. Chapman.
H. A. Palmer.	1887—C. H. Burr.
H. Kastens.	R. W. Andrews.
1883—Martin Kellogg.	Wm. McCleave.
J. H. Wheelan.	W. C. Jones.

J. B. Henley.
 W. H. Chapman.
 1888—W. W. B. Stevens.
 W. H. Chapman.
 R. W. Andrews.
 J. B. Henley.
 Chris Johnson.
 W. C. Jones.
 1889—Philip Teare.
 J. S. Eastman.
 W. C. Jones.
 R. W. Andrews.
 J. B. Henley.
 C. Johnson.
 1890—Dr. F. B. Cone
 C. Gaines.
 Philip Teare.
 (Resigned. John Finn
 elected.)
 Chris. Johnson.

J. S. Eastman.
 W. C. Jones.
 (Resigned. J. Squires
 elected.)
 1891—C. Gaines.
 (Resigned. B. F. Bergen
 elected.)
 Dr. J. S. Eastman.
 (Resigned. J. W. Richards
 elected.)
 John Squires.
 A. L. Ott.
 C. Engebretsen.
 Dr. F. B. Cone.
 1892—J. W. Richards.
 John Squires.
 A. L. Ott.
 B. F. Bergen.
 C. Engebretsen.
 Dr. F. B. Cone.

School Census.

1879	515	1886	884
1880	519	1887	1001
1881	630	1888	1026
1882	613	1889	1162
1883	708	1890	1324
1884	871	1891	1457
1885	879	1892	1971

High School Graduates.

Class of
 1883—John C. Dornin.
 1884—Ethel S. Anderson.
 Gussie Ayer.
 Emily Clark.
 Theodore Palmer.
 1885—Letitia Blake.
 Lewis Harmon.
 Ernest Merrill.
 Harold S. Wilkinson.

Class of
 1886—Emily Graham.
 Nettie Merrill.
 Nellie Nelson.
 Roger Sprague.
 Lillian Welton.
 Frank Woolsey.
 1887—Alice King.
 Joseph LeConte
 Blanche Morse.

Class of		Class of	
	Charles Palache.		Helen Thayer.
	Nellie Wilson.		1891—Lizzie Baxter.
1888—	George Brackett.		Fred Clark.
	Harriet M. Grover.		John Dugan.
	Jean Hahn.		Anita Gompertz.
	Mamie Kastens		Tatsuniro Magario.
	Walter O'Brien.		Ralph Marshall.
	Emma Peterson.		Clifford McLellan.
	Mary S. Sanborn.		Cecilia L. Raymond.
	Edith Sprague.		Louise Shaw.
	Alfred Taynton.		Bessie Smith.
	Chester Woolsey.		Bessy Sprague.
1889—	Winnifred Bangs.		Nellie Tuohy.
	Mary Barcroft.		Willie Ulrich.
	Georgia Barker.		Edna B. Woolsey.
	Guy Chick.	1892—	Bukio Arata.
	Charles Keeler.		Robert B. Baird.
	David Porter.		D. Etta M. Bartlett.
	Lottie Tuohy.		Lulu L. Bartlett.
	Susie Webb.		Edwin S. Blake.
1890—	Helen Anthony.		Charles H. Delany.
	Bonnie Burckhalter.		Joseph Hume.
	Edith M. Claves.		George D. Kierulff.
	Bessie Cummings.		Ada G. Little.
	Edward Dickieson.		Rawson H. S. Parkhurst
	Kittie Dobbins.		Newel S. Perry.
	Walter Hoag.		Walker H. Powell.
	G. Kuno.		John S. Prell.
	Tom McCleave.		T. Allen Smith.
	John Morrison.		Will E Squires.
	Clinton Morse.		Edward H. Wakefield.
	Josephine Stewart.		Albert Wilson.
	Olive Squires.		Shinjiro Yamamoto.

The first election after the town of Berkeley was incorporated was held May 13th, 1878, and W. B. Rising, Martin Kellogg, Henry Bruns, Martin Dale, Wm. H. Johnson and M. B. Starr were elected School Directors. When the Board organized, Martin Kellogg was chosen president. In January, 1879, Director Starr resigned, and H. A. Palmer was elected to fill the vacancy.

Early in this year measures were taken to secure a school lot

near Berkeley station. The Board was prohibited by the Town Charter from incurring any indebtedness, but five public-spirited citizens were found who came forward and paid for the lot selected by the Board, and agreed to hold it until the Board should be in funds. The gentlemen who lent their aid so opportunely were J. L. Barker, H. Bartlett, G. D. Dornin, H. A. Palmer, and F. K. Shattuck.

The San Pablo avenue lot was deeded some time in the sixties to the district, then known as Ocean View, for school purposes exclusively. A more healthful location, or one better adapted for school purposes, could not be found in West Berkeley. The lot is 113x211 feet, and fronts the west.

The building upon this lot is a plain wooden structure, containing six school rooms, each being about 28x35 feet, and 15 feet from floor to ceiling. This school is now supplied with plenty of good water from a well in the yard. The water is raised by a windmill into a tank of 3000 gallons capacity.

On July 29, 1879, plans and specifications for the erection of a three-class building on the Center street lot, recently purchased, were adopted, and the Clerk was authorized to advertise for bids.

The attendance in all of the departments in July, 1879, was 174; in May, 1880, 230.

On Thursday, December 11th, 1879, the new building was occupied, and named the "Kellogg Grammar School." This was considered an event of so much importance that the Berkeley ADVOCATE of December 18, 1879, devotes a column to a description of the building and an account of the steps leading to its erection.

In May, 1880, a special committee, consisting of Messrs. Kellogg, Palmer and Johnson, appointed at a previous meeting to investigate as to the advisability of establishing a High School, presented a report which closes as follows:

"We, therefore, recommend that a High School class be formed at the beginning of the next school year, to be under the care of a Grammar Principal, without any increase of salary

for the present, and that the course of study for the first year be substantially as follows:

First Term—Algebra, Physical Geography, English Composition, Language.

Second Term—Algebra, Zoology, Greek and Roman History or Latin, Language.

The course for future years is to be fixed hereafter.

December 21st, 1880, the Committee on Classification reported that there were seven scholars pursuing High School studies—five in the Kellogg school and two in the San Pablo avenue school, and recommended that these classes be united as soon as possible.

In 1882 a complete course of study was adopted, and the High School was so graded as to allow students to prepare for any department of the State University. W. W. Anderson was the first Principal.

In July, 1881, the following rule was adopted with reference to the tuition of outside pupils:

“Non-resident parents or guardians who pay taxes to the town of Berkeley shall be entitled to send, free of charge, one pupil belonging to their own families for every \$500 valuation of Berkeley property on which they pay taxes, and no more.”

The sum of \$1,000 was afterward substituted for \$500.

The rate of tuition for other non-resident pupils was fixed at \$11 per term.

In 1884 the High School was placed upon the “accredited list” by the Faculty of the State University.

At a meeting of the Board held on the evening of May 20th, 1884, President Palmer called Mr. Wheelan to the chair, and addressed the Board as follows:

“MR. PRESIDENT: We are now called upon to part officially with two of our members, one of whom has been connected with this Board and its schools from the organization of the Department, and for many years has been its president. Under his painstaking, conscientious, wise judgment and care the schools have emerged from the single ungraded country school to two fully developed and completely equipped graded Grammar

schools, and a High School which has already graduated two classes with honor. These results have not been accomplished easily or without criticism from ambitious parents and citizens who have been ignorant of the obstacles to be overcome. But much has been done, and the foundation is now well laid for the future usefulness of the schools ; and it is but natural that one who has for so long a time borne the greater portion of the load of care should insist upon relief.

"At the first election held under the charter, Prof. Martin Kellogg received the nomination for School Director at the hands of both Conventions, and was elected by the people without opposition—a merited recognition of the confidence of all the people of the town in his integrity and wisdom. And when upon the expiration of his term of office he was again elected without opposition, it was a popular endorsement of the wisdom of the first choice as well as of his official acts.

"It was fitting that the Board should elect him as its president. It was especially fitting that when the new Grammar School building at the eastern part of the town was occupied the school and building should bear his name—a slight tribute to the high respect and esteem in which he was universally held. And now, when in his judgment the foundations of educational work in this University town are securely laid, he peremptorily declines a re-election, claiming a well-earned acquittance of all duties due from him to his fellow-citizens, it is proper that we who have been in position to see clearly and fully the complete work of the conscientious director, should publicly give acknowledgment of the great services rendered. I offer the following preamble and resolution, and move their adoption.

"WHEREAS, By the expiration of his term of office, Prof. Martin Kellogg is about to retire from the Board of which he has been a member since its organization, and for many years its president; and,

"WHEREAS, His associates wish to place upon record their appreciation of his uniform courtesy toward his fellow-members; of his wise counsel and his untiring, unselfish fidelity in the

discharge of his official duties, which have contributed so largely to the perfect organization and present efficiency of the schools;

"Resolved, That we express to Prof. Kellogg, for ourselves and in the name of the teachers and pupils of our schools and the citizens of the town of Berkeley, our profound regret at this loss to the interests committed to our charge."

The foregoing preamble and resolution were unanimously adopted.

In June of this year four lots in the rear of the Kellogg school lot on Center street, and fronting on Allston way, were purchased.

In September, 1884, W. W. Anderson resigned as Principal of High School. Directors Jones, Palmer and Jebens were appointed a committee on filling this vacancy, and as a result of their labors, on September 16th Henry Veghte was elected Principal.

In the fall of 1885 the Rose street school was established in rooms rented for the purpose, with Mrs. N. M. Norman and Miss J. H. Lumbard as teachers.

The Seventh street school, in West Berkeley, was completed and opened about September 1st, 1887.

This school is situated on Seventh street, near Delaware. It is a one-story, two-room building, fronting the east. The style of the building is better than of the one on San Pablo avenue. The seating capacity of each room without crowding is 48. The yards are small, and it is proposed to sell this site and to move the building to some more desirable location.

In July, 1886, there were 35 pupils in the High School. This number has increased to an enrollment of 130 in 1891-2.

In 1889, and again in 1890, the question of bonding the town to raise money for school purposes was agitated, but nothing definite was done until 1891, when an election was called and bonds to the amount of \$50,000 were issued and sold. Lots have been purchased as follows:

Cor. Virginia and Milvia streets.

Ninth and Page.

Cor. Eighth and Bancroft way.

University avenue, below Town Hall.

Cor. Ellsworth and Russell streets, South Berkeley.

Dwight way, near Dana.

The contract for the erection of three six-room buildings was let on 23rd of June, 1892, and these buildings will be ready for occupation some time during the fall.

Annual Report of the President.

TO THE HONORABLE BOARD OF EDUCATION OF THE TOWN OF BERKELEY :

BERKELEY, May 15th, 1892.

I beg to present the following report as president :

The past year has been marked by an unusual increase in the numbers of school children, both in enrollment at the schools, in the census enumeration, and by annexation of contiguous territory. The demand on the Department for care and attention at one time was a serious problem to solve, on account of a deficiency of funds, of school rooms and furniture, but by renting store rooms, rooms in private houses and by fitting up sheds these deficiencies have been supplied, and as yet I have to learn of any one being refused enrollment or admission to our schools, although the rooms have been crowded to almost double their intended capacity. Sheds scarcely fit for store rooms have been used for innocent little ones, who were crowded into them by the unusual and extraordinary demands upon this Board for schooling.

For the near future this must continue until the " powers that be " provide this Department with new school houses, etc.

If they should provide one school building each for North, South and West Berkeley, as is supposed they will, they will not fully satisfy the demand in the East end. I would, therefore, in this connection recommend that this Board actively consider the acquiring of two new school houses in the East end, one of at least twelve rooms, for a High School, to be second to none in the State, and one for the Primary grades, about Dwight way and Telegraph avenue.

The recent annexation of Lorin adds another school building of six rooms, four of which are finished. The two unfinished rooms can be made available if necessary.

I have also to report the final settlement of the famous Veghte case in favor of this Board, and the adoption of a yearly contract between this Board and the teachers of the Department which will effectually stop any contentions of a similar nature.

In regard to finances, the Board has had many extraordinary expenditures to make in supplying the demands made upon it by the increase in enrollment and the necessary sanitary requirements, and the various uses of the schools, and has been at a disadvantage from not receiving any apportionment for the school census children acquired by the annexation of Newbury or South Berkeley.

The amount on hand May 16th, 1891, was... \$11,724 11
And there has been received from various sources. 27,074 79

Total receipts.....	\$38,798 90
Teachers' salaries.....	\$24,134 33
Janitors' ".....	1,651 00
Clerk's salary.....	210 00
Supplies.....	857 27
Fuel, Light and Water.....	348 85
Furniture.....	12,16 20
Repairs.....	2,455 05
Labor.....	56 20
Rent.....	994 50
Miscellaneous.....	522 29
Census.....	73 15

Total expenditures to May 15..... \$32,529 29

Balance now on hand..... \$ 6,269 61

There has been authority issued by the Board to prosecute a claim to the share of the apportionment denied it by the Directors of Peralta District, upon a contingent fee, and it is hoped that success will follow and yield that which in equity is ours.

A new salary schedule has been adopted which has given satisfaction.

Changes have been made in the rules to give greater security from contagious diseases.

In regard to the High School, I must say it is rapidly coming to the front as a much sought after institution. The enrollment has steadily increased, and numerous inquiries have been received from out of town parties seeking to know of the ability to supply schooling, etc. This should be encouraged, and outsiders shown that it would be an advantage for them to become patrons of our High School, and thus make it a popular preparatory school; but this cannot be accomplished certainly with only four crowded rooms. There should be laboratories and class-rooms in plenty, properly equipped with every facility of modern times for teaching, with teachers of renown and with additional courses, so that when pupils pass from Berkeley High School they can be assured that they are in advance of the requirements of the University. Then will our High School be sought after, and Berkeley will be acknowledged as a superior educational center.

The Berkeley High School should be the leading preparatory school in the State. It should bear the same relation to the schools of California and the State University that Ann Arbor High School bears to the schools of Michigan and to the University of Michigan.

Ann Arbor is a town of about 10,000 inhabitants, yet the High School has over 700 students and twenty teachers. Twenty-two States and Territories are represented, and over half the number are non-resident pupils, who pay tuition into the school fund.

The Berkeley High School can occupy the same place in the school system of the State with the support and encouragement it deserves.

In closing let me congratulate you upon the success of your labors, and to say a word of praise for Superintendent and Principal Waterman for his able and successful control of the numerous and scattered classes under his charge, while he has

centred much more the interest of the High School classes, and advanced them beyond the requirements of the University as an accredited school. Principal Warnick and the various teachers of the Department deserve commendation for their efficient work.

Respectfully submitted,

F. B. CONE, President.

Report of Superintendent and Principal of East Berkeley Schools.

BERKELEY, June 7, 1892.

TO THE HONORABLE BOARD OF EDUCATION:

GENTLEMEN—I beg leave to submit the following report for the school year about to close, with some suggestions and recommendations for the ensuing year. The High School graduating class is the largest in the history of the school, numbering 18. Of these, at least 12 will enter the State University. The following is a very moderate estimate of the attendance for the coming year. Senior Class, 38; Middle Class, 52; Junior Class, 85; total, 175. I am confident that this estimate is below, rather than above the actual number that will be found in the High school next term. Another will be needed in the school at the opening in August, and I recommend that one be elected to the position at once. In order to keep in standing with the University, it will be necessary that German or French be added to the course of study after this year, and as German can be introduced now without any additional outlay, I recommend that it be placed among the optional studies in the Junior class for the year beginning in August next. I hope that your honorable body will carefully consider the advisability of electing a Vice-Principal for the school, who shall have the power to attend to matters connected with the Principal's work whenever he is necessarily absent from the building. With the growth of the School Department, the annex-

tion of Lorin and the opening of new classes when the school commences again, the time of the Principal will be necessarily divided among the different schools, and more of his time will be needed to attend to the supervision of the work. It seems to me that there should be a Vice-Principal appointed now, and I recommend it to the Board.

A thoroughly equipped laboratory for the use of the Chemistry and Physics classes is very much needed, but it is out of the question until a new High School building is erected. With the continued growth of the school in numbers, a new building will be required in less than two years.

This building should be supplied with Chemical and Physical laboratories, workshops, library and reading-rooms, and with all the apparatus and appliances for thorough and systematic work in every department. It should contain at least twelve class-rooms, suitable for classes of fifty, besides the laboratories and work-room mentioned above. I would respectfully urge you to take steps to secure the erection of such a building at a very early day. We have some advantages here that no other secondary school in California enjoys, among which may be mentioned the access to the University Library to the students of the High School, and the use of the observatory and instruments for the classes in Astronomy.

Quite a large number of students, non-residents, have signified their intention of attending the school the coming year, and with suitable accommodations the revenue derived from this source would make the school in a measure self-sustaining.

In concluding the part of my report concerning the High School, I wish to say a word with regard to the thorough and efficient work done by the teachers in all the departments. There has been an advance all along the line of High School work, and there has been shown a cheerful and ready disposition on the part of both teachers and pupils to undertake this work for their own good and the good of the school.

Our work in Mathematics has been extended beyond the requirements for admission to the universities, and much attention has been given to the work in the Languages and History.

Every available room will be required by the department when the schools open in August. I also recommend that in organizing the schools for the coming year, the classes be opened as far as possible in the rooms which they will occupy during the entire year, so that the fewest number of classes be disturbed when the transfers are made to the new buildings.

I suggest that arrangements be made for thorough and scientific work in the department of Physical Culture, under a special teacher. Provision should be made at the very earliest time possible for instruction in vocal music and free hand and industrial drawing. I suggest also that the standard of promotion in the different grades be raised. It is now 60 per cent. in the Grammar grades and 65 in the Primary. It should be at least 75 per cent. in the Primary and 70 in Grammar.

An outline of school work done in the different grades may be found in the Course of Study, which was adopted by the Board of Education in 1890. The teachers have been guided in filling in their grade work by the State Course of Study, and by observing what is being done elsewhere in schools of like grade. The schools have not been seriously disturbed by epidemic diseases, and the percentage of daily attendance on the average number belonging is ninety-five.

The work done by teachers and pupils deserves favorable mention. It has been good, honest, earnest, progressive work. When we consider the crowded condition of many of the grades, the lack of suitable accommodations for others, and the many other hindrances to good and efficient work, the Board may well be congratulated on the present condition of the schools.

With new buildings and additional teachers, there is no reason why the schools of Berkeley should not be what they ought to be, the best in the State, and no efforts will be spared to make them so on the part of your corps of teachers.

Respectfully submitted,

S. D. WATERMAN, Principal.

COURSE OF STUDY.

In the following course of study detailed methods are left to the individual tact and skill of the teacher. Certain results are required, but it is not expected that all will reach these results in the same way. The text books are an aid to teachers, but their instruction should by no means be limited to the matter in the books.

The arrangement of lessons in the text books is far from perfect, and the teacher must constantly exercise a wise discrimination both in assigning lessons and in omitting unimportant matter.

The habit of committing to memory extracts from standard authors is a very important and useful one. In all grades the pupils should be required to do this systematically, at the rate of about ten lines per week, or four hundred lines per year. Selections from the reading lessons may be used for this purpose. When practicable, whole poems should be committed in this manner.

In the Third, Fourth and Fifth grades, selections for supplementary reading shall be confined chiefly to the objects of Descriptive Geography, History and Natural Science, in the Sixth, Seventh and Eighth grades, purely Literary works may be added to the foregoing.

Teachers must constantly bear in mind—

1. To teach reading in lower grades as rapidly as possible.
2. To teach the correct use of language.
3. To cultivate habits of close observation.
4. To awaken an interest in natural objects.
5. To cultivate good morals, gentleness and politeness.
6. To encourage neatness and cleanliness of person and dress.

In accordance with the State Law, instruction shall be given in all classes during the entire school course as to the nature of alcoholic drinks and narcotics, and their effect upon the human system.

Moral instruction shall be given in all classes, in such a manner and degree as may be suited to the age and capacity of the pupils, in such topics as the following, viz.: Habits of order, behavior,

neatness and self-control, duties to parents, to teachers, to school-mates, to the helpless and the needy.

Calisthenics or light gymnastics, with vocal exercises, shall be practised in all classes at least once each half day; singing every day, and industrial drawing twice a week.

RECEIVING CLASS.

Reading—(a) Chart reading.

(b) State First Reader, to page 32.

(c) As much supplementary reading as practicable, from Stickney's First Reader.

Numbers (a) Teach to write and read numbers from 1 to 50.

(b) To count by 1's, 2's, 5's and 10's to 50.

(c) Teach all operations involving numbers from 1 to 10 inclusive; (Object method exclusively.)

Spelling—(a) Phonic exercises.

(b) Oral and written spelling from Reader to page 32.

(c) Use of *macron* and *breve*.

Language—(a) Conversational exercises about familiar objects and domestic animals. (Illustrated.)

(b) Correction of common errors in the use of language. Require pupils to answer questions and carry on conversation, using complete sentences.

(c) Teach the form of a simple statement and use of the period.

(d) Require pupils to reproduce short stories, orally; also, to memorize short poems.

Drawing—Garin's Manual to section 17.

Writing—(a) Payson, Dunton and Scribner's charts. Particular attention to correct positions of body and hands; also, to the formation and relative size of letters.

(b) Practice writing movements in concert.

Music—

FIRST GRADE.

Reading—(a) State First Reader, completed.

(b) Supplementary reading from other Readers.

Stickney's First used last half of the year.

Numbers—Counting by 2's, 5's and 10's to 100. All operations, oral and written, from 1 to 20 inclusive. Reading at sight the 45 addition combinations of two figures.

Addition of single columns ; the sum not to exceed 20.

Develop the idea of $\frac{1}{2}$ and $\frac{1}{3}$ by the use of objects.

Drill in State Primary Arithmetic to Lesson 40.

Spelling—(a) Phonic Exercises.

(b) Oral and written spelling of all words in reading lessons.

Language—Continue conversational exercises on familiar objects and the domestic animals. Correction of the common errors in the use of language. Use of capitals, period and interrogation point.

Teach days of the week. Use the words in the spelling lessons in the formation of statements and questions.

Teach time by the clock.

Memorize short poems and other quotations.

Music—

Drawing—Garin's Manual to page 32.

SECOND GRADE.

Reading—Stickney's Second Reader.

For supplementary reading—Wright's Nature Reader, No. 1.

Continue phonetic drill on the elementary sounds.

Numbers—Notation and Numeration to 100,000.

Roman numerals to C.

Counting by 2's, 3's, 4's, 5's, 6's to 100.

Frequent practice in the addition of digits, the sum not to exceed sixty.

Tables of United States Money and Linear Measure.

Fractional parts of units as far as 1-9.

State Primary Arithmetic to Lesson 80.

Spelling—The spelling of words to be taught in connection with their use in language by sentence building and dictation exercises. The words are to be selected from the Reader in use in this grade ; the last two lessons to be omitted.

Phonetic spelling of simple words containing only the long and short vowel sounds.

Language—Uses of capital, period, and interrogation point. Teach the use of the point of exclamation and comma in separating the words of a series.

Correction of errors in the use of language. Teach pupils to express their thoughts in complete sentences, and to write related consecutive sentences on simple familiar subjects. Short stories should be reproduced, orally and in writing. Object lessons on animals, plants, the human body, etc., as the basis of conversational and written language lessons. Simple pictures to be studied and described.

Geography—Local Geography. Cardinal points of the compass. Relative positions of Berkeley, San Francisco and Oakland. Berkeley, its boundaries, direction of principal streets and location of school-house and other prominent objects. Draw map of school-yard,

Drawing—Exercises on slate and paper. While Garin's Manual is used as a text book, the work of this grade is to include pages 32 to 48.

Writing—Writing on a slate and paper. P. D. & S. copy books. No. 2 (shorter course) may be used at option of teacher and principal.

Music—

THIRD GRADE.

Reading—Second Reader to page 151.

Supplementary, "Seaside and Wayside," No. 2, or an equivalent. Drill on vowel and consonant sounds.

Arithmetic—Continue drill on Multiplication Table, and rapid work in Addition and Subtraction, Multiplication and Short Division; also in fractional parts of numbers, as 1-10, 1-11th, 1-12th of table numbers. Notation and Numeration to 1,000,000. Roman Numerals, including C. D. & M. State Elementary Arithmetic to page 98. Daily practice in mental work.

Spelling—Selected words from the State Reader, Geography. Language or other lessons, only such as are apt to be required by pupils in their general work.

Language—Sentence building and punctuation as in the Second Grade. Practice letter-writing and the reproduction of stories. General lessons on animals and plants—on qualities, form, color,

size of objects. Train correct habits of perception. State Language Book to Lesson 57. (Book in hand of teacher only.)

Geography.—Points of compass. Direction of prominent objects with respect to each other. Lessons on the land surface of the surrounding country. Name of County, State and Country. Trips to San Francisco, Oakland, Alameda and San Rafael. Observation of common minerals and metals. Use modeling board to develop divisions of land and water. Slope of land around home. References to State Elementary Geography.

Drawing.—Industrial Drawing. Garrin's Manual to page 66, Lessons 40 to 64 inclusive.

Writing.—P. D. & S. copy books, No. 3, shorter course, or equivalent. Fore-arm movements to be taught.

Music.—

FOURTH GRADE.

Reading.—State Second Reader, from page 51 to the end of the book.

For supplementary reading use Nature's Reader, "Seaside and Wayside," No. 3, and some book of United States History suitably arranged for children; the Nature's Reader to be in the hands of the pupils, the History to be the teacher's Desk Book. Continue the work of the lower grades in Phonic drill.

Arithmetic.—Thoroughly review the topics of the lower grades. Notation and Numeration to 100,000,000. In higher Multiplication the multiplier not to exceed three figures; in Long Division, the divisor not to exceed three figures. Work in United States Money.

State Primary Arithmetic, from Lesson 98 to the end of the book, omitting fractions.

Make a specialty of mental work. Ray's, Colburn's Brook's and Robinson's Mental Arithmetics as Desk Books.

Drill constantly in rapid addition and multiplication.

Spelling.—Words from readers and Geography. Select such only as are liable to be required by pupils in their ordinary written and oral work.

Frequent dictation exercises.

Language—State Language Book, from Lesson 47 to Composition. Use of quotation marks and apostrophe. Frequent reproduction of short stories. Have the pupils describe what they see. Train in habits of consecutive thought, and in the expression of thought in complete sentences. Teach the pupils to talk as well as to write correctly.

Geography—State elementary Geography to Map of California, omit details. Draw outline map of California.

Drawing—Garin's Manual, Sections 65 to 84.

Writing—P. D. & S., shorter course, No. 4, or its equivalent.

FIFTH GRADE.

Reading—Third Reader, State Series, first half, at discretion of teacher. Use dictionary constantly. Webster's Academic Dictionary is recommended for all pupils in this and advanced grades. Drill in Diacritical marks. Discuss the subject matter of what is read sufficiently to have it thoroughly understood. Continue drill in Phonics, Syllabication and Accent.

Supplementary reading, "Readings from Nature's Book" (Swinton.)

Arithmetic—State Advanced Arithmetic, to page 110. Division of Decimals. Mental work daily. Ray's, Robinson's, Brook's and Colburn's Mental Arithmetic as Desk Books. Frequent reviews of topics of lower grades. Practical questions and problems. Forms of simple bills. Frequent practice in rapid Addition and Multiplication.

Spelling—Work of Fourth Grade continued.

State Speller to Lesson 150.

Language—Especial attention to Punctuation and Paragraphing. Conversation exercises twice a week about subjects of interest, especially those illustrating Geography.

State Language Book—*finished*.

Frequent exercises in reading lessons.

Geography—State Primary Geography. Western Hemisphere by topics, as indicated for Fourth Grade. Have each pupil draw one well finished map of a Grand Division during

each term. Review the United States in greater detail than during advance study in the Fourth Grade.

Drawing—Industrial Drawing. Garin's Manual. Sec. 84 to 89.

Writing—P. D. & S., Nos. 5 and 6, shorter course, or their equivalent.

Music.

SIXTH GRADE.

Reading—Third Reader, State Series, according to judgment of the teacher.

Observe suggestions for Fifth Grade work.

Supplementary reading : Scribner's Geographical Reader and Primer.

Arithmetic—State Advanced Arithmetic, pages 110 to 172. Teach pupils to make out bills and receipts correctly. Review fractions, and devote much time to actual measurements with yard stick, one foot rule and surveyor's line, and also in the solid measures. For Desk Books in Mental Arithmetic, see Fifth Grade.

Spelling—State Speller to Lesson 300 ; also words from Readers and Geography. Require the etymology of all words in every subject as used.

Language—Review Language Lessons if necessary. State Advanced Grammar, Part I. Compositions to include abstracts of all the lessons in prose from the readers, and also paraphrases of the selections in poetry.

Geography—State Elementary, complete. Require a well finished map of a Grand Division from each pupil, each term. Review the work by inter-comparison of countries in their political and physical features.

Drawing—Garin's Manual, as a guide. Decorative and Constructive Drawing.

Writing—See Fifth Grade.

Music.

SEVENTH GRADE.

Reading—Third Reader, State Series.

Supplementary reading: Eggleston's History of United States, Washington and his Country (Irving), published by Ginn & Co., and Tanglewood Tales.

Arithmetic—State Advanced Arithmetic, from pages 174 to 214, including Commission, Profit and Loss, Simple Interest, Analysis, U. S. Money. Longitude and Time. Review of all subjects required in actual business, as lumber measure, capacity of bins, etc. Mental Arithmetic: Ray's, Colburn's, Brook's and Robinson's as Desk Books.

Spelling—State Speller to page 168. Words from other text books used. Definitions and sentence making.

Language—State Advanced Grammar to page 134. Letter writing and punctuation, from page 264 to the end of the book. Paraphrasing and abstracts as in the Sixth Grade. Stated Composition exercises twice a month, to be copied into a Blank Book.

Writing—Ward's Business Forms (1 and 2.)

Geometry—Hill's Lessons to Chapter V, omitting, if desired, problems involving a knowledge of the Metric System.

Drawing—With Geometry.

Physiology—Human Body and its Health, by Smith, to Ch. VII.

History—Eggleston's History of U. S.; principal events and dates only.

Geography—Geography reviewed in connection with the History.

EIGHTH GRADE.

Reading—Swinton's American Classics, Evangeline, Life of Franklin (Ginn & Co.)

Arithmetic—State Advanced as basis. Review thoroughly the work of the preceding grades.

The work in this grade includes Simple and Compound Proportion, Partnership, Insurance, Taxes, Compound Interest, Discount and Present Worth, Accounts, Square and Cube Root, Mensuration.

Mental Arithmetic constantly during the year. Same Desk Books as in preceding grades.

Language—State Advanced Grammar, from page 134. Review all previous work. Letter writing, business forms. Invitations and their answers especially attended to.

Compositions at least once a month. Frequent exercises in paraphrasing and abstract writing.

Geometry—Hill's Lessons Completed. Drawing in connection with Geometry.

History—(State Series as a basis.) Complete talks about the Declaration of Independence, Taxes, Constitution of United States, United States Flag, Duties of Officers and Duties of Citizens.

Review Geography in connection with History.

Physiology—Human Body and its Health, by Smith, finished.

Writing—Ward's Business Forms (3 and 4.)

In all these grades the Supplementary Readers are subject to such changes from time to time as the Board may deem advisable.

A special teacher for physical training in all the grades has been employed by the Board.

The course in physical training will consist of the Ling Free Standing Exercises, adapted to the ordinary school room. It comprehends such positions and movements, progressively arranged, as will give the child systematic training through his whole school life.

The training will take equal rank with other branches, and be required of every pupil, for it is a work that tends to counteract the injury children often sustain in the schoolroom from restrained positions and repressed activity; it makes enjoyable rest from study, and stimulates the mind to further exertion. Its external effect is seen in improved health and better carriage of the body.



HIGH SCHOOL.

CLASSICAL COURSE.

JUNIOR YEAR—FIRST TERM.

Latin—Beginner's Latin Book.

English—Lady of the Lake. Bulfinch's Age of Fable. Kellogg's Rhetoric to page 81.

Mathematics—Algebra.

History—Greece.

JUNIOR YEAR—SECOND TERM.

Latin—Grammar and Cæsar.

Greek—First Lessons.

Mathematics—Algebra.

History—Rome.

MIDDLE YEAR—FIRST TERM.

Latin—Collar's New Practical Composition. Grammar and Cæsar. Reading of easy Latin at sight.

Greek—Grammar and Anabasis.

English—Alhambra. Kellogg's Rhetoric and Merchant of Venice.

Mathematics—Geometry.

MIDDLE YEAR—SECOND TERM.

Latin—Collar's New Practical Composition. Reading at sight. Grammar and Cicero.

Greek—Jones' Greek Composition to Lesson XX. Grammar and Anabasis.

English—Julius Cæsar.

Mathematics—Geometry.

SENIOR YEAR—FIRST TERM.

Latin—Virgil. Cicero and Latin Composition. Reading at sight.

Greek—Anabasis. Jones' Composition (finished.)

Mathematics—Algebra. Geometry.

SENIOR YEAR—SECOND TERM.

Latin—Virgil. Latin Composition. Reading at sight.

Greek—Homer.

English—The Newcomes.

Mathematics—Algebra. Geometry.

Civil Government.

LITERARY COURSE

JUNIOR YEAR—FIRST TERM.

Latin—Beginner's Latin Book.

English—(1) Bulfinch's Age of Fable. Lady of the Lake, Kellogg's Rhetoric to page 81.

Mathematics—Algebra.

History—Greece.

German—(Optional.)

JUNIOR YEAR—SECOND TERM.

Latin—Grammar and Cæsar.

English (14) Sir Roger de Coverley. Snow Bound and Vision of Sir Launfal.

Mathematics—Algebra.

History—Rome.

MIDDLE YEAR—FIRST TERM.

Latin—Collar's New Practical Composition. Grammar and Cæsar. Reading of Easy Latin at sight.

English—The Alhambra. Kellogg's Rhetoric to page and Merchant of Venice.

History—Mediæval and Modern.

Mathematics—Geometry.

German (Optional.)

MIDDLE YEAR—SECOND TERM.

Latin—Latin Composition. Grammar and Cicero. Reading at sight.

English—Julius Cæsar. First half of Hale's Longer English Poems.

History—Mediæval and Modern.

Mathematics—Geometry.

SENIOR YEAR—FIRST TERM.

Latin—Cicero and Virgil. Latin Composition.

English—Burke, Vol. I.

Mathematics—Geometry. Algebra.

Science—Physics.

SENIOR YEAR—SECOND TERM.

Latin—Virgil. Latin Composition.

English—(1) The Newcomes. (14) Hales' Longer English Poems (Second Part.)

Mathematics—Algebra. Geometry.

Science—Physics.

Civil Government.

SCIENTIFIC COURSE.

JUNIOR YEAR—FIRST TERM.

English—Bulfinch's Age of Fable. Lady of the Lake. Kellogg's Rhetoric, to page 81.

Science—Physical Geography.

Mathematics—Algebra.

History—Greece.

German—(Optional.)

JUNIOR YEAR—SECOND TERM.

English (14) Sir Roger de Coverley. Snow Bound. Vision of Sir Launfal.

Science—Botany.

Mathematics—Algebra.

History—Rome.

German—(Optional.)

MIDDLE YEAR—FIRST TERM.

English—Kellogg's Rhetoric. The Alhambra. Merchant of Venice.

Science—Astronomy.

History—Mediaeval and Modern.

Mathematics—Geometry.

MIDDLE YEAR—SECOND TERM.

English—Julius Cæsar. First half of Hales' English Poems.

Mathematics—Geometry.

Science—Chemistry.

History—Mediaeval and Modern.

SENIOR YEAR—FIRST TERM.

English (14) Burke's Works, Vol. I.

Science—Physics.

Mathematics—Geometry. Algebra.

SENIOR YEAR—SECOND TERM.

English (1) The Newcomes. (14) Hales' Longer English Poems (second half.)

Science—Physics.

Mathematics—Geometry and Algebra.

Civil Government.

In the Senior Year in all the courses there must be a short review of Arithmetic. In the work in English such substitutions may be made from time to time as are required for admission to the University.

Elocution has been added to the course of study in the High School, and a special teacher has been employed. There are two branches to the course in elocution. One consists of technical work on the voice and organs of articulation. This training of the voice is to secure ease, health and effectiveness in its use.

The other consists in training in vocal expression, resulting in the development of the power to enter into sympathy with a writer and to give his thoughts to others.

TEXT BOOKS USED IN THE HIGH SCHOOL.

LATIN.

Collar & Daniel's Beginner's Latin Book.
 Collar's New Practical Latin Composition.
 Allen & Greenough's Grammar.
 " " Cæsar.
 " " Cicero.
 " " Virgil.

For Sight reading, Heatley and Kingdon's Gradatim. Cicero's Stories from Ancient History. Livy's Legends of Ancient Rome.

GREEK.

White's First Lessons.
 Jones' Composition.
 Goodwin's Grammar.
 Goodwin's Anabasis.
 Seymour's Iliad.

GERMAN.

Collar's Eysenbach.

ENGLISH.

Kellogg's Rhetoric.
 Burke, Vol. I. (Payne.)
 American Poems (Houghton, Mifflin & Co.)
 Hales' Longer English Poems (Macmillan & Co.)
 Shakespeare. (Rolfe's or Hudson's edition.)
 Milton's Comus.
 Age of Fable. (Ginn & Co.)
 The Alhambra.
 The Lady of the Lake. (Rolfe's edition.)

The Newcomes.

Sir Roger de Coverley.

HISTORY.

Myer's & Allen's Ancient.

Myer's Mediæval and Modern.

SCIENCE.

Sharpless & Phillips' Astronomy.

Huston's Physical Geography.

Rattan's California Flora.

Mead's Chemical Primer.

Gage's Physics.

MATHEMATICS.

Fish's Arithmetic.

Wentworth's Higher Algebra.

Wentworth's Plane and Solid Geometry.

In the months of February and March, 1889, three conferences were held between representatives of the University Faculties, High Schools and other educational bodies. The subject under discussion was the course of study best suited to the needs of High Schools, whether for their general objects, or for their special object of preparing for the University. The Courses given above are made in accordance with the outline adopted by the Conference, and they have been arranged with reference to the preference of parents.

The first is the usual preparatory Classical course ; the second differs in the omission of Greek, and the substitution of a more extended course in English ; the third omits both Latin and Greek, substituting more work in English and Natural Science. While pupils are free to select either, the Classical or the Literary Course is recommended to those who intend to graduate from the school.

The study of German for the present year will be confined to the Junior Class, but the course of study in this department

has been arranged for three years. Its object is to give to pupils the ability to read ordinary prose at sight, with but very little use of the dictionary, and at the same time to lay a good foundation for the practical conversational use of the language. To this end thorough study of the grammatical principles will be required.

The subjects of Physical Training and Elocution will be under the direction of MISS AGNES McLEAN. Miss McLean is a graduate of the Boston School of Expression and has had charge of these branches in the Los Angeles High School for several years.

REQUIREMENTS FOR ADMISSION.

A certificate of graduation from a Grammar School or examination in the studies of the lower grades. Persons may enter any class at any time on passing a satisfactory preliminary examination, and also an examination in the work of the High School which the class has already completed.

GRADUATION.

Graduation is possible only on the satisfactory completion of an entire course. Students can change from one course to another only at the beginning of a school year. Students changing from one course to another must take all of the studies in the course to which they change before they will be allowed a diploma of graduation.

Grading is on the scale of 100. A general average of term and examination marks below 60 is a failure in that subject.

FEES.

Tuition is free to the residents of Berkeley. Non-residents are charged \$5.50 per quarter, or \$22 per year, *in advance*.



From S.D. Watkins

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

ANNUAL REPORT

OF THE

Public Schools

OF THE

TOWN OF BERKELEY

ALAMEDA COUNTY, CALIFORNIA,

FOR THE YEAR ENDING JUNE 30, 1894.

ALSO THE

COURSE · OF · STUDY

ADOPTED NOVEMBER, 1893.



(1171)



ANNUAL REPORT



OF THE

PUBLIC SCHOOLS

OF THE

 TOWN OF BERKELEY 

ALAMEDA COUNTY, CALIFORNIA,

FOR THE YEAR ENDING JUNE 30, 1894.

ALSO

THE COURSE OF STUDY

ADOPTED NOVEMBER, 1893.





ANNUAL REPORT

OF THE

Public Schools of the Town of Berkeley,

FOR THE YEAR ENDING JUNE 30, 1894.

School Terms.

The first term of the school year of 1894-1895 begins on the last Monday in July and closes on the Friday before Christmas. During this term, Admission Day, Thanksgiving Day and the week of the County Institute are holidays.

The second term begins on the Monday after New Year's Day and closes on the last Friday of May, to be followed by a vacation of seven weeks. During this term, Washington's Birthday and the eleventh week of the term are holidays.

Calendar 1894-95.

July 30, 1894.....	First term begins
September 9.....	Admission Day (holiday)
.....	Institute week (holiday)
November 29.....	Thanksgiving Day (holiday)
December 21.....	First term closes
December 21 to January 7, 1895.....	Christmas vacation
January 7, 1895.....	Second term begins
February 22.....	Washington's Birthday (holiday)
March 15 to 25.....	Midterm vacation
May 30.....	Memorial Day (holiday)
May 31.....	Second term closes
Vacation of seven weeks.	
July 22, 1895.....	Schools reopen

The Principal of the East Berkeley schools may be found at his office in the Kellogg school building from 8:30 until 9 A. M., and from 3 to 3:30 P. M. every school day, and from 2 to 3 P. M. on Saturdays during term time.

School Directors.

JOHN W. RICHARDS.

Residence, Haste street, near Shattuck avenue

PHILIP R. BOONE,

Residence, Durant avenue, near Shattuck avenue

BENJ. F. BERGEN,

Residence, corner Telegraph and Ashby avenues

GEORGE M. ROBERTSON.

Residence, Cedar, near Arch street

EDW. F. NIEHAUS,

Residence, corner Seventh street and Channing Way

HENRY W. TAYLOR,

Residence, corner Hopkins street and Albina avenue

Officers of the Board.

J. W. RICHARDS, : : : : PRESIDENT

P. R. BOONE, : : : : VICE-PRESIDENT

GEORGE C. WOODSUM, : : : : SECRETARY

Standing Committees of the Board.

FINANCE—

MESSES TAYLOR, ROBERTSON, NIEHAUS.

RULES—

MESSES. ROBERTSON, BOONE, TAYLOR.

CLASSIFICATION AND TEACHERS—

MESSES. BERGEN, BOONE, ROBERTSON.

SUPPLIES—

MESSES. RICHARDS, NIEHAUS, BERGEN.

SCHOOL HOUSES AND SITES—**MESSRS. NIEHAUS, TAYLOR, RICHARDS.****HIGH SCHOOL—****MESSRS. BOONE, ROBERTSON, TAYLOR.**

Meetings of the Board.

The regular meetings of the Board are held at the Town Hall on the first and third Tuesdays of each month, at 8 p. m.

List of Teachers for the Year Ending June 30, 1894.**EAST BERKELEY SCHOOLS.**

	GRADE.	RESIDENCE.
S. D. WATERMAN,	Principal in charge,	2249 Fulton st.

KELLOGG, HIGH AND GRAMMAR SCHOOLS.

S. D. WATERMAN,	Principal,	2249 Fulton st.
JAMES D. MEEKER,	Vice Principal,	413 21st st., S. F.
ANNIE C. EDMONDS,	High,	913 Bush st., S. F.
RUTH W. HOBSON,	" (till January)	
MARY B. CLAYES,	"	2420 Dwight Way
FANNIE W. McLEAN,	"	2210 Ellsworth st.
J. S. DREW,	"	1012 17th st., S. F.
E. B. LAMARE,	"	2208 Ellsworth st.
ANNA E. WILSON,	9th Grade,	1762 9th ave., E. Oakland
ROSE M. DOBBINS,	9th "	1941 Berkeley Way
OLIVE HARPER,	8th "	222 Shotwell st., S. F.
CARRIE L. REMINGTON,	8th "	Bancroft Way
G. MARGARET WOODALL,	6th "	1737 Shattuck ave.
ANNA G. GRASER,	5th "	cor. Dwight Way and Piedmont ave.
SARAH T. FRENCH,	3d "	
L. L. SHAW,	1st and 2d,	2321 Russell st.

WHITTIER SCHOOL

JULIET H. LUMBARD,	Principal 7th Grade, 2612 Scott st., S. F.
JEANNETTE BARROWS,	6th Grade, 2023 Haste st.
NELLIE M. NORMAN,	5th " cor. Rose and Henry sts.
LIDA CODINGTON,	4th " cor. Channing and Atherton sts.
OLIVE SQUIRES,	3d " 2117 Rose st.
A. BEATRICE McDONALD,	2d " 542 32d st., Oakland
AMY C. COTREL,	1st " 3220 Clay st., S. F.

LE CONTE SCHOOL

ALICE F. KEEFER,	Principal 6th Grade, 830 Myrtle st., Oakland
LYRA J. SHAW,	7th Grade, 2821 Russell st.
HELEN M. GOMPERTZ,	5th " University Grounds
SARAH FOX,	4th " 2427 Dwight Way
ETTA HIGGINS,	2d and 3d, cor. Delaware st. and San Pablo ave.
M. E. BERGEN,	1st and 2d, cor. Telegraph and Ashby aves.

LORIN SCHOOL

M. J. CONGDON,	Principal 8th and 9th Grades, _____
ETTA ELLERHORST,	6th and 7th, Blake st. near Ellsworth
C. GERMAIN POTWIN,	4th and 5th, 2127 Blake st.
MARGARET RHODES,	2d and 3d, Durant ave. near Telegraph
DORA ELLERHORST,	1st and 2d, Blake st. near Ellsworth

WEST BERKELEY SCHOOLS.

J. W. WARNICK,	Principal in charge, 2431 Durant ave.
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SAN PABLO AVENUE SCHOOL

J. W. WARNICK,	8th and 9th Grades, 2431 Durant ave.
LILLIE HAMLIN,	7th Grade, 1920 Haste st.
FLORENCE E. CONGER,	6th " Chico, Cal.
ALICE L. RAYMOND,	4th " 1180 19th st., Oakland

COLUMBUS SCHOOL.

S. M. McCLOURE,	Principal, 2d and 3d Grades, 26 Franklin, S. F.
MARY KASTENS,	4th and 5th Grades, West Berkeley
CARRIE WOODLEY,	1st and 2d " West Berkeley

SEVENTH STREET SCHOOL.

NELLIE MALLOY,	1st Grade,	199 Autumn st., San Jose
ELLEN M. WILSON	2d and 3d Grades,	West Berkeley

On June 5th Miss G. M. Woodall and Miss A. Beatrice McDonald tendered their resignations which were accepted, and Miss Eleanor M. Smith and Miss Edith M. Kellogg were elected to the department.

The rest of the corps were re-elected for the year ending June 30, 1895, subject to assignment, and the contract adopted by the Board.

Schedule of Salaries.

The salaries of all teachers shall be by the year as follows:

General Principal of High School and East Berkeley	
Schools,	\$2,400 00
General Principal of West Berkeley Schools,	1,800 00
Principals,	1,200 00
Vice-Principal of High School,	1,200 00
Assistants in High School,	1,020 00
Teachers of the Eighth and Ninth Grades,	840 00
Teachers of the Sixth and Seventh Grades,	810 00
Teachers of the Fourth and Fifth Grades,	780 00
Teachers of the Second and Third Grades,	750 00
Teachers of the First Grade,	840 00
To be paid monthly.	

Teachers in the Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, and assistants in the High School, shall receive \$60 per year, to be paid monthly, in addition to the above, for five consecutive years' service in the department.

Teachers in the primary grades who hold second grade certificates shall receive \$30 per year less than the above schedule, to be deducted monthly.

There shall be deducted for want of experience as follows:

From teachers having one year's experience, but less than two, \$60 per year, to be deducted monthly.

From teachers having less than one year's experience, \$120 per year, to be deducted monthly.

The following deductions shall be made for absence.

From the salary of the Principal of the High School, per diem,	\$8 00
From the salary of the Principal of the San Pablo and Seventh Street Schools, per diem,	7 00
From the salary of the Assistants in the High School, per diem,	4 00
From the salary of the teachers in the Grammar Grades and Receiving Classes, per diem,	3 50
From the salary of the teachers in the Primary Grades, per diem,	3 25

Substitute teachers shall receive the compensation their certificates and experience entitle them to. No compensation shall be allowed for holidays or vacation. Any rule conflicting with any of the provisions herein contained shall be null and void.

Enrollment and Attendance for the Year Ending June 30, 1894.

EAST BERKELEY.			
	Enrolled.	Average Number Belonging.	Daily Attendance.
High,	203	165	155
Kellogg,	365	297	284
Whittier,	381	292	278
Le Conte,	300	224	212
Lorin,	288	202	190
WEST BERKELEY,	478	348	328
Totals,	2015	1528	1437

School Census.

1879	515	1887	1001
1880	519	1888	1026
1881	630	1889	1162
1882	613	1890	1324
1883	708	1891	1457
1884	871	1892	1971
1885	879	1893	2186
1886	884	1894	2209

High School Graduates.**Class of**

1883—John C. Dormin.
 1884—Ethel S. Anderson.
 Gussie Ayer.
 Emily Clark.
 Theodore Palmer.
 1885—Letitia Blake.
 Lewis Harmon.
 Ernest Merrill.
 Harold S. Wilkinson.
 1886—Emily Graham.
 Nettie Merrill.
 Nellie Nelson.
 Roger Sprague.
 Lillian Welton.
 Frank Woolsey.
 1887—Alice King.
 Joseph LeConte.
 Blanche Morse.
 Charles Palache.
 Nellie Wilson.
 1888—George Brackett.
 Harriet M. Grover.
 Jean Hahn.
 Mamie Kastens.
 Walter O'Brien.
 Emma Peterson.
 Mary S. Sanborn.
 Edith Sprague.
 Alfred Taynton.
 Chester Woolsey.
 1889—Winnifred Bangs.
 Mary Barcroft.
 Georgia Barker.
 Guy Chick.
 Charles Keeler.
 David Porter.
 Lottie Tuohy.
 Susie Webb.

Class of

1890—Helen Anthony.
 Bonnie Burckhalter.
 Edith M. Clayes.
 Bessie Cummings.
 Edward Dickieson.
 Kittie Dobbins.
 Walter Hoag.
 G. Kuno.
 Tom McCleave.
 John Morrison.
 Clinton Morse.
 Josephine Stewart.
 Olive Squires.
 Helen Thayer.
 1891—Lizzie Baxter.
 Fred Clark.
 John Dugan.
 Anita Gompertz.
 Tatsuniro Magario.
 Ralph Marshall.
 Clifford McLellan.
 Cecilia L. Raymond.
 Louise Shaw.
 Bessie Smith.
 Bessy Sprague.
 Nellie Tuohy.
 Willie Ulrich.
 Edna B. Woolsey.
 1892—Bukio Arata.
 Robert B. Baird.
 D. Etta M. Bartlett.
 Lulu L. Bartlett.
 Edwin S. Blake.
 Charles H. Delany.
 Joseph Hume.
 George D. Kierulff.
 Ada G. Little.
 Rawson H. S. Parkhurst.

Newel S. Perry.
Walker H. Powell.
John S. Prell.
T. Allen Smith.
Will E. Squires.
Edward H. Wakefield.
Albert Wilson.
Shinjiro Yamamoto.
1893—C. Weston Clark.
Grace Dewing.
Louis B. Earle.
George B. Finnegan.
Kirke Gilbert.
Alice Hoag.
Mary Hull.
Pearl M. Hunt.
Annie Kellogg.
Bertha Ketchum.
Della Larson.
Birdie Lester.
J. Edwin Little.
Fred. Lowell.
Marion Madsen.
Robert McCleave.
Susie S. McKusick.
J. Brockway Metcalf.
Augusta Nye.
Dewitt Parkhurst.
Mary Penwell.
May Robb.
Gertrude Rush.
Bertha Sadler.
Louis Saph.
James W. Scoggins.
Ella A. Small.
Philip Smith.
Margaret Steedman.
Maude Sutton.
J. Henry Stutt.
Jessie J. Trowbridge.
Albert Wardwell.

Maude Weck.
1894—Ruth Atterbury.
Dudley Baird.
Fred Berryman.
Clarence Clark.
Dorothy Deakin.
Ernest Dozier.
Fred Fairchild.
Markley Parish.
Myrtle Foster.
Fannie Gentry.
Asa Gray.
Amy Hamlin.
Daisy Henderson.
Horace N. Henderson.
Grace L. Henley.
William Hoag.
Kate Jeffries.
Winfred Jeffries.
Florence Lamb.
Anna Landstrom.
Walter Leuders.
Mary C. McCleave.
Jessie Naylor.
Frank Nutting.
Irving Ostrom.
Maud Packard.
Hallie Parsons.
Agnes Payzant.
Annie Pyne.
Ruth Rising.
B. Winifred Robinson.
Josie Roller.
Hattie Rugg.
Bertha Rush.
Anna Thayer.
George Wagner.
Harry L. Waste.
Ralston Whitcomb.
Ednah H. Wickson.



President's Report.

It has grown to be a custom with your retiring Presidents to present a report largely made up of recommendations for the betterment of the administration of our schools. These recommendations are very rarely carried out, nor indeed can they be, especially when the condition of our funds will not permit of anything beyond absolute necessities. We think therefore that the custom of an elaborate report from your chairman will be more honored in the breach than in the observance.

During the past year the schools have done very efficient work. There has been no perceptible jarring or friction in any part of the organization. The changes in the course of study went into effect upon the opening of schools in January, and have demonstrated their wisdom, but it will take another year to make apparent their good results. There have been but few cases of discipline requiring severe measures. The teachers generally have demonstrated their ability to control the unruly elements under their charge.

The matter requiring the most serious thought during the past year has been the prudent management of the funds at our disposal, so as to attain the highest efficiency in the schools, and yet not overdraw our bank account. We started in the present fiscal year with a deficiency of about fifteen hundred dollars. These warrants have all been paid, and there is just about enough money coming to us to meet all of our obligations, including the warrants passed this evening. It is perhaps a little early as yet to get any reliable data upon which to form any careful estimate as to the next year's income, but it is enough to know that the incoming Board will have to wrestle with no easy problem.

With the adjournment of this Board, old and pleasant ties will be severed, and the faces of Mr. Squires and Mr. Englebreton will be missed hereafter. I cannot let the occasion pass without bearing testimony as to the faithful and conscientious manner in which the duties assigned to these gentlemen have been performed. I am sure that my associates join me in wishing that prosperity and success may attend them in the future.

The members of the Board are to be commended for their regular attendance upon the meetings, only upon one occasion during the year have we failed to have a quorum.

The various committees have faithfully performed their duties, and in their efficient work have contributed largely to the fine work of the year.

To the entire corps of teachers, from the principals to the primary classes, are we indebted for their careful, painstaking work.

Secretary's Financial Report for Year Ending June 30th, 1894.

BERKELEY, JUNE 5, 1894.

To the Honorable Board of School Directors, Town of Berkeley:

GENTLEMEN:—I hereby present my report of receipts and disbursements for the year ending May 16, 1894 :

SCHOOL FUNDS.

Cash in hand May 16.....	\$ 126 38
Receipts County apportionment.....	\$ 9,062 15
" State	16,631 05
" Town taxes.....	18,030 18
" Tuition fees.....	418 50
" Warrant cancelled.....	4 50
	<hr/> \$44,136 38
Total receipts with balance.....	\$44,262 76
Credit by Disbursements.....	
Teachers' salaries.....	\$37,035 22
Janitors'	2,947 50
Clerks'	240 00
School supplies.....	909 09
Fuel and water.....	1,039 35
Furniture.....	585 95
Repairs on school property.....	1,478 59
Labor.....	439 65
Rent.....	543 35

Insurance.....	453 25	
Street, sewer and sidewalk work.....	869 60	
Census marshal.....	110 50	
Miscellaneous expenditures.....	686 90	
Overdraft, May 16, 1893.....	2,151 23	
		<hr/> \$49,485 23
May 16, 1894, overdraft to balance		\$ 5,222 47
Respectfully submitted,		
G. C. WOODSUM,		
Town Clerk.		

SUPPLEMENTARY TO CLERK'S REPORT.

Received from County fund May 25th...	3,395 70	
Due fm State and Co fund last of July...	8,300 00	
" " Town taxes.....	1,220 00	
		<hr/> \$12,915 70
Disbursements.		
Overdraft per clerk's report May 16, '94..	\$5,222 47	
Teachers' salaries May and June	6,862 05	
		<hr/> \$12,084 52
		<hr/>
		831 18
Miscellaneous bills.....		588 04
		<hr/>
On hand at the close of the year....		\$248 14

Report of the Principal of the East Berkeley Schools.

BERKELEY, CAL., June 30, 1894.

To the Honorable Board of Education, GENTLEMEN:—I herewith submit the report of the schools of East Berkeley for the year ending June 30, 1894. The enrollment and attendance of the different grades is given in another place.

The number of cases of truancy and tardiness has decreased very materially during the year, and a resort to corporal pun-

ishment to secure obedience has rarely been found necessary.

The year just closing has been marked by thorough conscientious work on the part of both pupils and teachers. The abolition of the "credit system" by the Board a year ago has been productive of the best results. In most cases, the promotions have been made upon the daily work of the pupil and on the judgment of the teacher. In cases of doubt as to the qualification of the pupil, an examination has been given. Teachers have been relieved of the useless drudgery that the old system of credits always produces, and have used their time for a better purpose than that of trying to estimate the mental growth of a pupil by figures.

The new course of study which went into effect in January, 1894, has, as a whole, given satisfaction. When a few changes that have been suggested are made, the course will be satisfactory throughout. The introduction of Algebra into the Ninth Grade has proved to be a great success. The pupils have been delighted with the change from the tiresome reviews in Arithmetic, to something fresh and new, and they have made excellent progress.

This work in Algebra, and the completion of Hill's Lessons in Geometry in the Grammar Grades, will enable us to shorten the time in the High School required for Algebra and Geometry, and to introduce some elementary work in Trigonometry, which will be a very valuable and practical addition to the Curriculum.

If the finances will allow, I respectfully urge upon the Board the necessity of providing a thoroughly competent person to whom the supervision of the work in Drawing in all of the grades shall be assigned. A special teacher in vocal music also is much needed.

The same grades that have been established this year will be organized in each of the schools at the opening of the term. An additional Primary Class will be needed at North Berkeley. It will be almost impossible to discontinue the classes at the corner of Shattuck avenue and Channing way, on account of the number of small children who live between University avenue

and Dwight way, for whom convenient rooms must be provided.

If a new High School building were erected, the rooms now used by that school would be available for other purposes.

There will doubtless be a largely increased attendance in all the grades at the beginning of the new term.

High School.

A class of thirty-nine graduated on Thursday night, June 7th, thirty of whom will enter the University. All of these received either a partial or complete recommendation from the Principal. As shown in the table of enrollment and attendance, there has been an increase in each in the High School the present year.

There have been fifty-seven advanced from the Junior to the Middle Class, and forty-four from the Middle to the Senior. A fair estimate of the school at the opening of the new term is as follows :

Senior Class, 45; Middle Class, 60; Junior Class, 100.

The actual number I think will exceed this estimate.

An additional French Class will be organized, and also a Class in German. The French teacher will thus be required to devote two hours to this work instead of one hour, and his salary will have to be increased in proportion.

The Chemistry Class, and also the Class in Physics, will be large, and will require more time on the part of the instructor, and I earnestly recommend that the Board elect a teacher of Science on full time and pay.

The work in these two important subjects, Physics and Chemistry, has been well done. A much greater amount of Laboratory work in each has been mastered this year than before, and we hope for still further advancement in this line during the coming year.

The Department was fortunate in securing the services of Prof. E. B. Lamare as a teacher of the French language. The class has made admirable progress, and shows thorough in-

struction. There have been twenty-seven enrolled in this class during the year.

The arrangement of the classes was changed at the beginning of January, owing to the resignation of Miss Hobson and the illness of Miss Edmonds. The work of Miss Edmonds in Geometry was, after three or four weeks of substituting by different persons, given to Mr. A. W. Stamper, Class of '95, U. C. and has been completed satisfactorily. Miss Mary B. Clayes, a graduate of U. C., was elected to the place made vacant by the resignation of Miss Hobson, and has proved a valuable addition to our corps of teachers. The German Classes, which were during the first term under Miss Edmonds' instruction, have been taught since Christmas by Mr. Drew.

The examinations of those who were deficient in their work during the year have been rigid, and have resulted in a thorough grading of the classes. Ten in the Junior Class will be required to do the work of the Junior year again.

We need very much two additional rooms—one for a class room and the other for a library and reading room. Several of the classes now recite in the Principal's office, and two besides the Physics and Chemistry Classes use the Laboratory for recitation purposes.

A new High School building is an absolute necessity, if we are to keep pace with the age. We must have increased facilities for Laboratory work, and more seating capacity. There is nothing, from a business standpoint, that will do more to enhance the value of property in Berkeley or to increase its population, than the speedy erection of a *modern complete* structure for the use of the High School. More pupils graduate from our school yearly than from any other in this section of the State, except in Oakland and San Francisco, and the number is increasing every year. Something must be done quickly to provide for this rapidly growing institution.

During the year lectures have been delivered before the pupils of the school by the following named persons:

Rev. G. A. Easton.....	A Trip to Alaska
Prof. A. Putzker.....	Practical Problems

Prof. T. R. Bacon.....	The Battle of Austerlitz
Prof. Bernard Moses.....	A Trip Through Spain
Dr. John Coyle.....	Luck vs. Pluck
Dr. A. C. Hirst.....	Forces That Win
Dr. H. N. DuBose.....	{The Troubadours Mythology of the Norsemen
Prof. C. B. Bradley.....	A Jaunt Through Switzerland
Dr. Robert Bently.....	A Boy's Recollection of Old Cambridge
Prof. M. Kellogg.....	Berlin
Mr. E. M. Morrison.....	Mashona Land
Major Scott.....	Temperance
Rev. John Thompson.....	False Prophets
Rev. Geo. B. Hatch.....	Whittier
Rev. Alfred Kummer.....	The Well-Equipped Man
Rev. E. B. Payne.....	Novels and Novel Reading
Miss Fannie W. McLean.....	College Settlements

These lectures were given on alternate Friday afternoons and proved of great benefit. A more complete course is being arranged for the coming year.

The following magazines have been subscribed for for the present year, and the subscription was paid by the proceeds of lectures, etc.: The Atlantic, Californian, Overland, Century, Harper's, The Strand, Review of Reviews, Current Literature, Scribner's, Goldthwaite's Geographical Magazine, Nineteenth Century, Cosmopolitan, Worthington's and Outing.

Students in the High School are allowed all the privileges that are consistent with thorough work and good discipline. Pupils at this age, if ever, should become self-reliant in deportment and in meeting their obligations in morals as well as in study. In order to help the student to secure this self-reliance, which is so essential to his success, each one is encouraged to depend upon his own efforts in preparing his work, and to govern himself as far as his deportment in school and his demeanor among his associates are concerned.

Good order is secured, not in compliance with a code of laws and its enforcement, but because good order is seen to be the

proper thing to have, and each student has almost invariably done his part to secure it.

There has been an earnest effort on the part of the teachers in all the Grades to bring the schools to a higher degree of efficiency this year than has existed in any previous year, and this effort has been successful. In the future no effort will be spared in the endeavor to place the schools of Berkeley at the head of the schools of California.

Very respectfully,

S. D. WATERMAN,

General Principal, East Berkeley.

Annual Report of West Berkeley Schools.

To the Honorable Board of Education:

GENTLEMEN—The number of days taught during the year is 192	
The whole number of days' attendance.....	62,930
The whole number of days' absence.....	3,872
Boys enrolled	241
Girls enrolled	237
Total enrollment.....	478
Average number belonging.....	348
Average daily attendance.....	328
Average number of pupils to each teacher in Primary	
Grades	46
To three teachers in Grammar Grades	33

Class Work Done.—We have tried to carry out the program of studies in the New Course of Study for the last half of the school year. I feel confident that we shall be able to do better work during the coming year as we become more familiar with the changes ~~next year~~. About twelve pupils have fallen behind their Grades in the Grammar department in Arithmetic or English (Grammar), four or five in both test studies. I have taken into consideration age, attendance, application to work during school hours, and have promised to

advance to the next class if such pupils will make up those studies in which each has failed. Pupils so advanced, conditionally, will receive special attention and their progress or want of progress will be carefully noted. Pupils who are too young for Grade, irregular, or lazy, and whose work is entirely unsatisfactory, have no claims for advancement.

Allow me here to make quotations from a report made by Judge Draper, Superintendent of the Schools in Cleveland, Ohio, dated April 18, 1893. The whole report is worth reading but I select that part of it which most nearly coincides with the changes that have been made in our schools. The article quoted states practical results so plainly that I have no apology to offer for presenting it as the best part of my report. It may present some difficulties, but difficulties may be overcome.

A new plan of classification has been adopted.—"Take for instance a room of *Third Grade* pupils. At the end of the year the teacher determines upon the ordinary and regular work of these pupils throughout the year, guided possibly by the monthly markings which she was required to make, which of these pupils were competent to go into the fourth grade; and they were so advanced. Heretofore the pupils held not to be competent to take the Fourth Grade would have been kept back in the Third Grade at least another year, and would commonly have been termed 'left-overs.' But hereafter they will go forward with their more fortunate associates into the Fourth Grade room, although they will not at once become Fourth Grade pupils. They will constitute a separate division by themselves and will be designated as 'advanced thirds.' The teacher is directed to give this second division very particular care and see if she cannot lead and encourage some of them at least up to the Fourth Grade work.

"On the other hand, there may be specially bright pupils in this year's Third Grade class who can easily be sent forward in the course of the year into this division of 'advanced thirds,' although it would not be practicable at once to send them clear into the Fourth Grade. In this way the unpromoted pupils will be spared humiliation somewhat; they will secure special

attention; they will have the help of association in the same room with the work of the higher grade; they will have the benefit of the presence of the specially bright pupils who will come from the grade below; they will be encouraged and inspired to their utmost effort. Will not this plan save some of the unfortunates from the loss of a year, and will it not provide a bridge upon which the brighter ones may cross over from one grade to the next and gain a year?"

Examinations have been abolished.—"There are no daily markings of pupils except for attendance, and no stated or previously announced examinations. Each teacher enters each month her mark against the work of the pupil for the month, and on July 1st certifies the list of pupils she thinks competent for promotion. With the approval of the Principal, these pupils are promoted. Above the Second Grade, parents may demand an examination for children not duly promoted; and there is a written examination for admission to the High School, the results of which are averaged with the teacher's monthly record."

The work in Arithmetic is shortened.—"The extended work in denominate numbers, decimal fractions, exchange, banking, stocks, insurance, etc., which occupy so much time and have little or no disciplinary value, and are frequently so discouraging, and which are either of small practical use in life or cannot be taught in the schools so as to be of practical use, and which at a later day may be quickly learned if there is occasion to do so, have been discontinued."

Manual training introduced.—"There were two large manual training schools in connection with the High School, but the mechanical instinct should be developed far below the High School, and should start at the beginning of the elementary course. So the new plan puts into the four Primary Grades stick-laying, paper-folding and cutting, drawing of patterns, moulding in sand and clay, simple needle-work, etc. In the Fifth and Sixth Grades knife-work and sewing are introduced; and in the Seventh and Eighth Grades, light bench work and

cooking. Judge Draper wants to see the Kindergarten universal as the introduction to school life."

Concert movements of pupils have been dispensed with.—The children had been taught to open their desks, get their books, clean their slates, etc., in concert, to the count of the teacher, thus making mechanical routine seem of primary importance. Pupils are not to be limited and directed until even child nature rebels against it as intolerable. They are to be kept busy, but in intelligent work to be allowed considerable freedom of action.

Reports—Not Report Cards.—Since parents visit the schools only once in a great while, I would recommend that some form of report be adopted by you to be used to notify parents when John or Mary is not doing satisfactory work in any or all the studies.

In order that systematic work may be accomplished in *drawing* it is very necessary that we have the services of some one who is by nature and education able to direct us in this very important branch of school work. I recommend the employment of such teacher as soon as the finances of the Board will admit.

In concluding my report, I must say that every teacher under my supervision, has observed the rules of punctuality, has been faithful in the discharge of her duty, and has shown an earnest desire to improve herself in methods and her class in knowledge.

The teachers and the children of West Berkeley Schools do heartily thank your Honorable Body for the interest you have taken to provide pleasant and healthful surroundings.

Respectfully submitted.

J. W. WARNICK, Principal.

June 7, 1894.

Course of Study for Primary and Grammar Grades.

Certain results are required from the use of this course of study, but it is not expected that all will reach these results in the same way. Detailed methods are left to the tact and skill of the teacher. The work in every department must be done so thoroughly that the teacher of the next higher grade can, at the beginning of the year, at once proceed with the schedule work of the grade. No general review of preceding work should be necessary.

Teachers must constantly bear in mind—

1. To teach reading in lower grades as rapidly as possible.
2. To teach the correct use of language.
3. To cultivate habits of close observation.
4. To awaken an interest in natural objects.
5. To cultivate good morals, gentleness and politeness.
6. To encourage neatness and cleanliness of person and dress.

Moral instruction shall be given in all classes, in such a manner and degree as may be suited to the age and capacity of the pupils.

Arithmetic.

The work in numbers for the first two years is to be almost entirely objective. It is expected, however, that the work arranged in the course will be thoroughly done in these grades, thus laying a good foundation for future work. Too much stress cannot be laid upon the necessity of securing rapid and accurate work in the four fundamental operations. This, with a thorough knowledge of common and decimal fractions constitutes nine-tenths of the practical work in Arithmetic. The rest of the work is simple, and can easily be done in the required time, if only these elementary principles are thoroughly mastered. In general, all ambiguous and technical questions are to be omitted, and in "business" Arithmetic, only the

methods employed in California are to be taught. In the lower grades there should be daily practice in rapid combinations of numbers at *sight*, but the formal *analysis* of *problems* should not be introduced before the Fifth Grade. In the Grammar Grades, Analysis may be used profitably as an *occasional* exercise.

Square and Cube Roots, and Mensuration, are to be left until the completion of the Elementary Geometry in the ninth year course.

Geometry.

While only the elements of Geometry are required in the Grammar School, these things can be accomplished, viz:—the work in Mensuration can be made clear, neatness and accuracy in the drawing of Geometrical forms can be acquired, and the ability to reason correctly can be gained. The systematic training of the hand and eye by Geometrical Drawing may be made of great practical benefit. All problems involving the use of the Metric System are to be omitted.

Algebra.

So much of Algebra is to be taught in the Ninth Grade as to make the pupil familiar with Addition, Subtraction, Multiplication and Division of Polynomials, the operations in fractions, and the solution of simple equations and problems of one, two and three unknown quantities.

Language.

This subject includes Reading, Writing, Spelling, Composition, Grammar and Literature.

The aim is to enable pupils to speak and write the English language correctly, and at the same time to foster a love for good literature. To assist in this, classic works have been selected for supplementary reading in all the grades, and in the Grammar Grades attention is given to the study of style and the figures of speech. Only so much of technical grammar as is necessary to a clear understanding of the books read must be taught. Knowledge of mere formal grammar does not make a person a good *English* scholar. That person only is a good

English scholar who can use the English language properly. Men and women who are unable to use their own language correctly, and who have no taste for good literature, are handicapped all through life. Students who are weak in English are as a rule weak in other departments. Teachers, especially in the Primary Grades, must exercise great care and good judgment in this, the most important work of the whole course. In the Grammar Grades abstract writing and paraphrasing will be found beneficial.

Geography.

All unimportant details should be omitted. It is a matter of no consequence that a pupil be able to describe minutely and by long formulas the course of rivers, the exact boundaries of countries, or the exact location of seas, gulfs, bays or inlets. It is a matter of consequence, however, that he should know what circumstances of climate, productions and situation have made the great commercial centers of the world. In the advanced grades the instruction should be by countries, and all the available sources of information regarding the people, climate, productions, exports, imports, etc., should be thoroughly consulted by both teachers and pupils. The text-book is adopted as a *guide* and not for exclusive use in the class.

A thorough knowledge of the outlines of local Geography is indispensable, as the basis of the more important work which is to follow. Map Drawing may have its place in the work, particularly to show the relative size of countries, their location and the location of the principal commercial cities and their distances from one another, natural or artificial means of inter-communication, etc.

A comprehensive review of the Geography of the United States, in connection with the study of United States History, may be given with profit.

History.

History should be taught by topics. While the History of the State Series is the authorized text-book, it should be used only as the basis of work. Pupils should be encouraged to

bring to the class any and all information possible upon the topic under consideration derived from every available source.

As a *desk book* Barnes & Sheldon's American History is recommended.

Physiology.

In accordance with the State law, instruction shall be given in all classes during the entire school course as to the nature of alcoholic drinks and narcotics, and their effects upon the human system.

First Grade.

FIRST HALF YEAR.

READING—From chart and blackboard, ten weeks. State First Reader to page 21. Drill on phonic elements.

SPELLING—Oral and written. All new words.

NUMBERS—Develop thorough knowledge of numbers from 1 to 10 by use of objects. Count to 50 with objects. Read and write to 50.

LANGUAGE—Lead pupils to talk about familiar objects—domestic animals, etc.

WRITING—Copy words, letters, and Arabic figures from the blackboard. Teach correct position of the body and hands. Teach correct form of letters.

DRAWING—Draw lines, leaves, pictures, etc.

MUSIC—Sing appropriate songs. Cultivate a sweet tone of voice. Loud or noisy singing is injurious. Sing softly and in moderate time.

SECOND HALF YEAR.

READING—State First Reader to page 56. Riverside Primer. Blackboard work. Memorize maxims.

SPELLING—Phonic. Oral and written, continued.

NUMBERS—Same methods as in first half year. Count to 100 with objects. Teach 1-2, 1-3, 1-4, 1-5 (objectively).

LANGUAGE—Continue as in "first half." Correct faults of language. Write short sentences.

WRITING }
 DRAWING } As in first half year.
 MUSIC }

Second Grade.

FIRST HALF YEAR.

READING—*State First Reader*, completed. Drill daily in Articulation. Sight reading from blackboard and from selected stories. *Complete Riverside Primer*.

SPELLING—Words from Reading Lesson, oral and written.

NUMBERS—All operations from 1 to 20 objectively. Reading at sight the 45 addition combinations of two figures. Exercises similar to those in *State Primary Number Lessons* to Lesson 20. (No text book for pupils.)

LANGUAGE—Teach pupils to talk intelligently about familiar objects, viz:—plants, animals and products. Correct errors in Language.

WRITING—On slate and on paper.

MUSIC—Rote songs, with same cautions as in First Grade.

DRAWING—

SECOND HALF YEAR.

READING—*Stickney's First*. *State First*. Continue sight reading.

SPELLING—Oral and written.

NUMBERS—Same as first half. *State Primary* to Lesson 40 (desk book).

LANGUAGE—Sentence building. Proper use of small words of similar sound in phrases and sentences. Days of the week. Time by the clock. Names of the months. Cardinal points of compass, etc.

WRITING }
 DRAWING } Continue work of first term.
 MUSIC }

Third Grade.

FIRST HALF YEAR.

READING—*State Second to page 50.* Particular attention to position, articulation and expression.

SPELLING—Words selected. Dictation exercises.

ARITHMETIC—*State Primary to Lesson 70.* Write and read numbers to 100,000.

LANGUAGE—Correct errors. Teach pupils to express their thoughts in complete sentences, and to write related consecutive sentences about simple familiar objects. Object lessons on animals and plants as the basis of conversational and written language lessons. Simple pictures to be studied and described.

GEOGRAPHY—*Local.* Relative positions of San Francisco, Berkeley and Oakland. Draw maps of school yard. Learn the names and directions of the principal streets of Berkeley.

WRITING—*P., D. & S. Shorter Course, No. 2.* At the option of Principal and teacher.

DRAWING—

MUSIC—Sing by rote songs best calculated to cultivate the voice.

SECOND HALF YEAR.

READING—Stickney's Second Reader. Seaside and Wayside, No. 1.

SPELLING

LANGUAGE

GEOGRAPHY

DRAWING

MUSIC

WRITING

} Continue the work of first term.

ARITHMETIC—*State Primary to Lesson 90, as a basis.* Omit too difficult problems. Teach fractional parts to 1-9. Daily drill in reading and writing numbers and in combinations.

Fourth Grade.

FIRST HALF YEAR.

READING—*State Second to page 147.* Fable and Folk Stories.

SPELLING—Words selected from daily lessons.

ARITHMETIC—To Lesson 110, State Primary. Drill constantly in rapid work in Addition, Subtraction, Multiplication and Division. Teach Roman Notation.

LANGUAGE—*Sentence building, punctuation, letter writing. Reproduction of stories.* Train correct habits of perception. State Language Book to Lesson 57 (desk book only).

GEOGRAPHY—Teach local Geography. Berkeley, Alameda County. Location of objects of interest.

WRITING—P., D. & S., No. 3, Shorter Course.

DRAWING—

MUSIC—Sing scale. Learn names of lines and spaces on both clefs. Notes. Sing songs.

SECOND HALF YEAR.

READING—*State Second*, to page 193. *Seaside and Wayside* No. 2.

SPELLING—Words selected from daily lessons.

ARITHMETIC—Similar to first half year. Mental exercises and combinations *without analysis*.

LANGUAGE—As in first half year. Subjects also selected from Geography. General lessons on animals and plants; quality, form, color and size of objects.

GEOGRAPHY—Continued, as in first half year. Trips to San Francisco, Oakland, San Rafael, Alameda. Slope of land around Berkeley. References to State Elementary Geography.

WRITING—Copy short selected paragraphs.

DRAWING } See first term.
MUSIC }

Fifth Grade.

FIRST HALF YEAR.

READING—*State Second, completed. Hans Andersen's Stories*, part I.

SPELLING—Selected words from other lessons, but only such as are likely to be found in the general daily work.

ARITHMETIC—*State Primary*, finished. Drill in fundamental operations.

LANGUAGE—*State Language Lessons to Composition.* Train in habits

of consecutive thought. Reproduce stories in writing.

GEOGRAPHY—State Primary. Western Hemisphere by topics. United States in detail. Have each pupil draw one well-finished map during each term.

WRITING—P., D. & S. No. 5, Shorter Course.

DRAWING—

MUSIC—Practice reading notes by letter and by syllable in the natural key. Sing the scale. Sing American national airs and other appropriate songs.

SECOND HALF YEAR.

READING—*Seaside and Wayside* No 3. *Hans Andersen's Stories*, part II.

SPELLING

GEOGRAPHY

DRAWING

MUSIC

LANGUAGE

} Continue work of first term.

PENMANSHIP—P., D. & S. Shorter Course No. 6. Copy selected paragraphs and stanzas.

ARITHMETIC—*Decimals*, operations to 3 places. Illustrate by simple examples. *Addition and Subtraction* of United States money. *Mental* combinations daily.

Sixth Grade.

FIRST HALF YEAR.

READING—Selections from *State Third Reader*. *Nature Reader*, No. 3. *Aesop's Fables*.

SPELLING—Words selected from other lessons.

ARITHMETIC—State Advanced. Review *Decimals*. Teach thoroughly all the operations with common fractions. Drill thoroughly in *Factoring*, *L. C. M.* and *G. C. D.* All ambiguous and catch questions are to be avoided. Drill constantly to secure rapid and accurate work in the fundamental rules.

LANGUAGE—Continue the work of the Fifth Grade. Punctuation and Paraphrasing. Frequent Dictation exercises.

GEOGRAPHY—State Elementary.

PENMANSHIP—Analysis of small letters. Copy carefully from the blackboard. Use charts.

DRAWING—

MUSIC—Read by letter and also by syllable. Sing the same exercises. Teach time. Require pupils to beat time while they sing.

SECOND HALF YEAR.

READING—Selections from *Third Reader*. *Hawthorne's Wonder book 1 and 2*. *Black Beauty* (desk book.)

SPELLING—Words selected from other lessons. Require constant reference to Dictionary.

ARITHMETIC—Problems involving *Common and Decimal Fractions*.

LANGUAGE—In connection with *Geography* and other lessons.

GEOGRAPHY—*State Elementary* (finished).

PENMANSHIP—Teach form of *Capitals* from *Chart*. Also copy short stories from dictation.

DRAWING—

MUSIC—Continue as in first term.

Seventh Grade.

FIRST HALF YEAR.

READING—*Hale's Stories* from the "*Arabian Nights*." *Dickens' Christmas Stories*. (Riverside, 57 and 58).

SPELLING—Selected words.

ARITHMETIC—Teach Compound Numbers as follows: *Linear, Square, Cubic and Lumber Measures, Liquid, Avoirdupois* and the *Measure of Time*. *Reduction of Compound Numbers*, but omit *Addition, Subtraction, Multiplication and Division* of the same; also omit Brick and Stone work, Plastering and Carpeting.

GRAMMAR—As outlined in *State Advanced*, part I. Analysis and Diagraming of Sentences.

GEOGRAPHY—*State Advanced* as basis.

PENMANSHIP—*Ward's Business Forms*, No. 1.

DRAWING—Decorative and Constructive.

MUSIC—Teach all the elements of vocal music. Introduce two and three part songs. Require pupils to write the scales and short exercises. Sing songs.

SECOND HALF YEAR.

READING—*Eggleston's First Lessons in American History. Grandmother's Story of Bunker Hill.*

SPELLING—See "first half."

ARITHMETIC—State Advanced, to Percentage, (omitting Proportion).

GRAMMAR—*Punctuation, Paraphrasing, and Analysis of Sentences.*
Abstract Writing and Dictation Exercises.

PHYSIOLOGY—State Series to Chapter VIII.

DRAWING } Continued.
MUSIC }

PENMANSHIP—*Ward's Business Forms, No. 2.*

GEOGRAPHY—State Advanced, by subjects.

Eighth Grade.

FIRST HALF YEAR.

READING—*Tanglewood Tales, 1 and 2. Miles Standish. Eggleston's U. S. History.*

SPELLING—Words selected from daily lessons. Meaning of words and their use in sentences.

ARITHMETIC—Begin at Percentage. Subjects: *Profit and Loss, Commission, Insurance, Taxes.*

GRAMMAR—State Advanced, as basis, to page 134. Analysis of sentences, phrases and clauses.

PHYSIOLOGY—Completed.

HISTORY—State Series as *desk book*, to Revolutionary War.

PENMANSHIP—*Ward's Business Forms, No. 3.*

DRAWING—From nature or imagination, as from scenes described in *prose* and *poetry*.

MUSIC—Combine classes for singing whenever practicable.

SECOND HALF YEAR.

READING—*Lamb's Tales from Shakespeare. A Man Without a Country. U. S. History (Eggleston's).*

SPELLING—See "first half."

ARITHMETIC—Subjects: *Simple and Compound Interest. Partial Payments, Problems in Interest, Discounts, Simple Accounts, such as Cash, Personal Accounts, etc.*

GRAMMAR—Require pupils to select sentences from History and other reading matter to illustrate the different kinds of sentences, clauses and phrases that they have learned. Analysis.

HISTORY—Completed.

DRAWING—Geometrical. Hill's Geometry with definitions to Chapter V. Omit demonstrations and proofs. Special care to make the drawings exact and accurate. Let the definitions be the result of careful investigation of figures, and not memory work.

WRITING—Ward's Business Forms, No. 4.

MUSIC AND DRAWING—See "first half."

Ninth Grade.

FIRST HALF YEAR.

READING AND LANGUAGE—*Evangeline. Sketch Book. Figures, simile, metaphor, metonymy, personification, climax, hyperbole.*

GEOMETRY—Review. Give careful attention to the proof of theorems in chapters v, vi, vii.

GRAMMAR—State Advanced as basis. Teach conjugation of verbs and syntax of the same. Review the "Parts of Speech."

ALGEBRA—Fundamental operations. Factoring. Equations of one unknown quantity.

MUSIC—Combine classes for singing wherever practicable.

SECOND HALF YEAR.

READING AND LANGUAGE—Selections from *Plutarch. Snow-Bound.* Figures the same as in first half year. Paraphrase and abstract work.

GEOMETRY—Completed. Supplement with practical problems in mensuration, square and cube roots. Draw to scale and verify the work.

GRAMMAR—Analysis.

ALGEBRA—Simple equations of two or more unknown quantities. Application of Algebra to the solution of problems in Arithmetic.

Course of Study for the High School.

Classical Course.

JUNIOR YEAR—FIRST TERM.

LATIN—Beginner's Latin Book. Gradatim.

ENGLISH—Rhetoric. The Lady of the Lake. The Alhambra.

MATHEMATICS—Algebra.

HISTORY—Greece.

SECOND TERM.

LATIN—Grammar, A. and G. Cæsar, books 1 and 2.

GREEK—Beginner's Greek Book.

MATHEMATICS—Algebra.

HISTORY—Rome.

ENGLISH—Macaulay's Warren Hastings.

MIDDLE YEAR—FIRST TERM.

LATIN—Collar's Latin Composition. Allen & Greenough's Grammar. Cæsar, books 3 and 4. Reading at Sight. Ovid.

GREEK—Goodwin's Grammar. Anabasis. Greek Composition.

ENGLISH—Classic Myths. Merchant of Venice. Rhetoric.

MATHEMATICS—Geometry, books 1 and 2.

SECOND TERM.

LATIN—Latin Composition. Grammar. Reading at Sight. Ovid. Cicero, Four Orations Against Cataline. Selected Letters and Oration for Poet Archias.

GREEK—Anabasis, books 1 and 2. Collar's Greek Composition.

ENGLISH—Julius Cæsar.

MATHEMATICS—Finish Plane Geometry.

SENIOR YEAR—FIRST TERM.

LATIN—Virgil, books 1—3. Reading at sight. Latin Composition.

GREEK—Anabasis, books 3 and 4. Composition. Reading at sight.

MATHEMATICS—Algebra. Geometry (reviewed). Arithmetic (reviewed).

CIVIL GOVERNMENT—

SECOND TERM.

LATIN—Virgil, books 4—6. Sight reading.

GREEK—Homer's Iliad, 1 and 2. Greek Prosody. Composition and sight reading.

ENGLISH—Silas Marner.

MATHEMATICS—Algebra. Trigonometry. Solid Geometry.

CIVIL GOVERNMENT—

Literary Course.

JUNIOR YEAR—FIRST TERM.

LATIN—Beginner's Latin Book. Gradatim.

ENGLISH—Rhetoric. The Lady of the Lake. The Alhambra.

MATHEMATICS—Algebra.

HISTORY—Greece.

GERMAN—(Optional)—Collar's Eysenbach.

FRENCH—(Optional)—Edgren's Grammar.

SECOND TERM.

LATIN—Grammar. Cæsar, books 1 and 2.

ENGLISH—Sir Roger de Coverley. Macaulay's Essay on Warren Hastings.

MATHEMATICS—Algebra.

HISTORY—Rome.

GERMAN—(Optional)—Studien and Plandereien. Eysenbach.

FRENCH—(Optional)—Edgren's Grammar. Boscher's Otto's Reader.

MIDDLE YEAR—FIRST TERM.

LATIN—Collar's Latin Composition. Allen & Greenough's Grammar. Cæsar, books 3 and 4. Sight Reading. Ovid.
ENGLISH—Classic Myths. Merchant of Venice. Rhetoric.
MATHEMATICS—Geometry (two books).
HISTORY—Mediæval and Modern.
GERMAN—(Optional)—Whitney's Grammar. Undine. Brandt's German Reader.
FRENCH—(Optional)—Edgren's Grammar. La Belle Nivernaise.

SECOND TERM.

LATIN—Latin composition. Cicero, Four Orations. Sight reading (Ovid). Selected Letters and Oration for Post Archias.
ENGLISH—Julius Cæsar. Sir Launfal. From Milton to Tennyson.
HISTORY—Mediæval and Modern.
MATHEMATICS—Plane Geometry, finished.
GERMAN—(Optional)—Whitney's Grammar. Brandt's German Reader. Conversational exercises daily.
FRENCH—(Optional)—Picciola. Un Philosophe sous les Toits. (From English to French). Leading Facts of French History.

SENIOR YEAR—FIRST TERM.

LATIN—Virgil, books 1-3. Sight Reading and Composition.
ENGLISH—Burke, Vol. I.
MATHEMATICS—Plane Geometry (reviewed). Algebra. Arithmetic (reviewed).
SCIENCE—Physics.
GERMAN—(Optional)—Whitney's Grammar. Brandt's Reader. The Germania.
FRENCH—(Optional)—Hennequin's Idioms. Le Roi des Montagnes.
CIVIL GOVERNMENT—

SECOND TERM.

LATIN—Virgil, books 4-6. Sight Reading. Composition.
ENGLISH—Silas Marner. Paradise Lost, books 1 and 2. From Milton to Tennyson.

MATHEMATICS—Algebra and Trigonometry. Solid Geometry.

SCIENCE—Physics.

GERMAN—(Optional)—Whitney's Grammar. The Germania.

Sight translations of *prose* daily.

FRENCH—(Optional)—Select scenes from the following: Le Cid,

Athalie, Le Misanthrope, Le Bourgeois Gentilhomme.

CIVIL GOVERNMENT—

Scientific Course.

JUNIOR YEAR—FIRST TERM.

ENGLISH—Rhetoric. The Lady of the Lake. The Alhambra.

MATHEMATICS—Algebra.

HISTORY—Greece.

SCIENCE—Physical Geography.

GERMAN—(Optional)—Collar's Eysenbach.

FRENCH—(Optional)—Edgren's Grammar.

SECOND TERM.

ENGLISH—Sir Roger de Coverley. Macaulay's Essay on Warren Hastings.

MATHEMATICS—Algebra.

HISTORY—Rome.

SCIENCE—Physical Geography, completed. Astronomy.

GERMAN—(Optional)—Studien and Plandereien. Collar's Eysenbach.

FRENCH—(Optional)—Edgren's Grammar. Boscher's Otto's Reader.

MIDDLE YEAR—FIRST TERM.

ENGLISH—Classic Myths. Merchant of Venice. Rhetoric.

MATHEMATICS—Geometry (two books).

HISTORY—Mediæval and Modern.

SCIENCE—Chemistry.

GERMAN—(Optional)—Whitney's Grammar. Undine. Brandt's Reader.

FRENCH—(Optional)—Edgren's Grammar. LaBelle Nivernaise.

SECOND TERM.

ENGLISH—Julius Cæsar. Sir Launfal. From Milton to Tennyson.

HISTORY—Mediæval and Modern.

SCIENCE—Chemistry.

MATHEMATICS—Plane Geometry, finished.

GERMAN—(Optional)—Whitney's Grammar. Brandt's Reader. Conversational exercises daily.

FRENCH—(Optional)—Edgren's Grammar. Picciola. Un Philosophe sous les Toits. (From English into French.) Leading Facts of French History.

SENIOR YEAR.—FIRST TERM.

ENGLISH—Burke, vol. I.

MATHEMATICS—Algebra. Plane Geometry (reviewed). Arithmetic (reviewed).

SCIENCE—Physics.

GERMAN—(Optional)—Whitney's Grammar. Brandt's Reader. The Germania.

FRENCH—(Optional)—Hennequin's Idioms. Le Roi des Montagnes.

CIVIL GOVERNMENT—

SECOND TERM.

ENGLISH—Silas Marner. Paradise Lost, books 1 and 2. From Milton to Tennyson.

MATHEMATICS—Algebra. Trigonometry. Solid Geometry.

SCIENCE—Physics.

GERMAN—(Optional)—Whitney's Grammar. Daily translations from prose at sight. The Germania.

FRENCH—(Optional)—Select scenes from the following: Le Cid, Athalie, Le Misanthrope, Le Bourgeois Gentilhomme.

CIVIL GOVERNMENT—

Text Books Used in the High School.

LATIN.

Collar & Daniel's Beginner's Latin Book.

Collar's New Practical Latin Composition.

Allen & Greenough's Grammar.

Harper & Tolman's Cæsar.

Johnston's Cicero.

Harper's Virgil.

For Sight Reading, Heatley and Kingdon's Gradatim.
Cicero's Stories from Ancient History, and Livy's Legends of
Ancient Rome, *Nepos*, and Ovid.

GREEK.

White's Beginner's Book.

Collar's Greek Composition.

Goodwin's Greek Grammar.

" Anabasis.

" Greek Reader.

Seymour's Homer's Iliad.

ENGLISH.

Waddy's Rhetoric.

urke, Vol. I (Payne).

From Milton to Tennyson (Syle).

Merchant of Venice (Rolfe's edition preferred).

Julius Cæsar (Rolfe's edition preferred).

Paradise Lost, books 1 and 2.

Classic Myths (Gayley).

The Alhambra.

The Lady of the Lake.

Sir Roger de Coverley.

Silas Marner.

Macaulay's Essay on Warren Hastings.

GERMAN.

Collar's Eysenbach.

Stern's Studein and Plandereien.

Whitney's Grammar.

Brandt's German Reader.

Undine.

Was sich der Wald Erzählt.

The Germania.

FRENCH.

Edgren's French Grammar.

Boscher's Otto's Reader. Hennequin's French Idioms.
 Le Roi des Montagnes. Leading Facts of French History.
 Le Cid. Athalie. (From English to French.)
 Le Misanthrope. Le Bourgeois Gentilhomme.
 La Belle Nivernaise.

HISTORY.

Myers' Ancient.
 Myers' Mediæval and Modern.

MATHEMATICS.

Wentworth's Higher Algebra.
 Wentworth's Plane and Solid Geometry.
 Wentworth's High School Arithmetic (basis).
 Plane Trigonometry.

SCIENCE.

Sharpless & Phillips' Astronomy.
 Eclectic Physical Geography.
 Williams' Laboratory Manual (Chemistry.)
 Gage's Physics.
 Remsen's Chemistry.

Synopsis of English Work.

JUNIOR YEAR—FIRST TERM.

Rhetoric.
 Lady of the Lake.
 Alhambra.

JUNIOR YEAR—SECOND TERM.

Sir Roger de Coverley.
 Macaulay's Warren Hastings.

MIDDLE YEAR—FIRST TERM.

Rhetoric.
 Classic Myths.
 Merchant of Venice.

MIDDLE YEAR—SECOND TERM.

Julius Cæsar.
 Vision of Sir Launfal.
 From Milton to Tennyson.

SENIOR YEAR—FIRST TERM.

Burke, Vol. I.

SENIOR YEAR—SECOND TERM.

Silas Marner.

Paradise Lost, books 1 and 2.

From Milton to Tennyson.

Synopsis of the Latin Course.

JUNIOR CLASS—FIRST TERM.

Forms and syntax, Collar & Daniel's Beginner's Latin Book is used as a Grammar and reference book. Heatley & Kingdon's Gradatim (revised by Collar) is made the basis of work and practice. The method pursued is, in general, as follows: (1.) Translation, parsing and analysis of the stories in the Gradatim, with an inductive treatment of the syntax. (2.) Memorizing of the same for partial use in oral translation in English and Latin. Endeavor is made to have the eye and ear equally familiar with the sound and appearance of the Latin words; also to treat the language as a *living* one, as far as possible, by considering form subsidiary to idea. A compromise is effected between the purely formal development of the Grammar and the so-called inductive treatment.

SECOND TERM.

The method outlined above is continued. Formal written composition, with attention to style. Cæsar's Commentaries, books 1 and 2.

MIDDLE YEAR—FIRST TERM.

Cæsar's Commentaries, books 3 and 4.

Latin Composition.

SECOND TERM.

Johnston's Cicero. (Albert Scott & Co). The Four Orations against Catiline. The Oration for Post Archias. Selected Letters. Latin Composition. Sight Reading, of easy prose and Ovid.

SENIOR YEAR.

Virgil's *Æneid*, books 1-6. Comments on the literary and historical features of the poem; frequent summaries of the narrative in Latin; Latin prosody; formal written exercises, based on Latin prose, once a week; oral practice, based on the same, requiring a tolerable facility in forms, syntax and vocabulary. Sight Reading of Latin prose and poetry.

Synopsis of Greek Course.

JUNIOR YEAR—SECOND TERM.

White's *Beginner's Greek Book* through Lesson LXXXIII.

The method of instruction follows, in general, the plan of the book, combining acquaintance with forms, the simpler principles of syntax, translation of connected Greek and English based on the *Anabasis*.

MIDDLE YEAR—FIRST AND SECOND TERMS.

White's *Beginner's Greek Book* to Lesson C. Especial attention is paid to the Greek verb, the principles of tense, stem formation, comparison of the verbs of the different conjugations. The *Anabasis*, as given in the *Beginner's Book*, with alternate lessons on syntax, to the completion of the book. Completion of books I and II, *Anabasis*. Greek Composition, oral and written, with Collar & Daniell's *Beginner's Greek Composition* as text book.

SENIOR YEAR—FIRST TERM.

Anabasis, books 3 and 4, or Goodwin's *Greek Reader*, pages 61-111.

Greek Composition.

Oral dictation of connected Greek prose for the purpose of securing an "eye and ear acquaintance" with the language.

Sight Reading of easy prose.

SECOND TERM.

Homer's *Iliad*, books I and II (Seymour's edition). Comments on the historical and literary features of the poem.

Study of Homeric forms and syntax, and comparison with Attic Greek.

Greek Composition and Prosody.

French.

The French course, preparatory to the State University's French Literary Course, includes three years' work, with five recitations a week. This gives ample time and practice for the pupils to acquire a competent knowledge of the essentials of the Grammar and of the principal idioms of the language, and to enable them to read any ordinary prose or verse at sight and understand it when read.

As far as practicable without interfering with the foregoing program, the teacher will train the classes in acquiring a *conversational* knowledge by means of colloquial exercises and an occasional composition in French, carefully prepared orally before it is written. The list of books will be used as given in the course of study, with possible modifications as to the selection of novels.

German.

The course in German provides for three years' work, with five recitations a week. The aim will be to enable the pupils to gain an accurate knowledge of the Grammar, and to translate at sight any ordinary prose or poetry. The general plan of the work is essentially the same as outlined for the French. Conversational exercises and daily practice in writing German will be required.

Physics.

The course in Physics is designed to impart a sound, practical knowledge of the elementary principles of the science. To this end, the work of the class is divided in a proper proportion between the usual text-book work and individual experimentation in the Laboratory. Numerous additions have been made this year to the equipment, in the way of practical working

apparatus, and more will be purchased as needed, so that the facilities for doing thorough work in this important branch are much better than they have been heretofore. There are five periods each week, three for text-book work and two for laboratory work, and the course extends through the entire year.

The work in the Laboratory and that in the class-room are so correlated as to render mutual support, and whenever practicable the student is encouraged to approach generalizations through the medium of observed facts. An effort is made to inculcate a habit of careful scientific observation by having each student perform for himself the greater number of illustrative experiments in the course, reserving for the teacher only such as are difficult of manipulation, or which from their nature require to be shown and explained as lecture experiments.

The laboratory work is so arranged that each important principle will be illustrated by at least one qualitative experiment.

Where quantitative work will add clearness without imposing tedious detail, it, too, is made part of the course. Careful note-taking is insisted upon at all times.

Chemistry.

The course in Chemistry occupies the entire middle year with five hours each week, two of which are in the laboratory. In Chemistry each student must perform for himself at least one hundred experiments, and note-books of the work must be accurately kept. These experiments are intended to furnish an introduction to the general principles of chemical science and to give the student some insight into the important bearing of Chemistry upon the facts of the material world.

The course comprises the usual elementary experiments, together with the analysis of the various metal groups, and a small number of experiments in Organic Chemistry, designed to give some acquaintance with the more common organic substances. The laboratory is fitted with all necessary conveniences for elementary work, having recently been much improved in this respect.

The work of the course is based on Remsen's Elementary Chemistry, and the laboratory work follows the general plan of the Laboratory Manual to accompany Williams' Chemistry.

A fee of \$2 is required at the beginning of the year from all who study Chemistry. This fee is for apparatus and chemicals.

Students on entering the High School must select their course of study, and this cannot be changed at any time except at the beginning of a year, and then only on the condition that all deficiencies in the course to which the change is made shall be made good. No one shall be allowed to graduate and receive a diploma except upon the completion of a full course.

Graduates from any course in the High School are admitted to the corresponding course in the State University without examination on the recommendation of the Principal.

Tuition Fees.

The rates of tuition for non-resident pupils is as follows, payable semi-annually, in advance.

High School, per annum.....	\$40 00
Grammar School, per annum.....	20 00
Primary School, per annum.....	16 00

No non-resident pupil will be enrolled in any class unless he presents to the Principal the Town Treasurer's receipt for tuition for the term.



DEPARTMENT OF EDUCATION
HILL AND GARDNER JOHNSON UNIVERSITY



THE
Berkeley
Schools

1896



DAILY ADVOCATE PRESS, BERKELEY, CAL.



ANNUAL REPORT

OF THE

Public Schools of the Town of Berkeley

FOR THE YEAR ENDING JUNE 30, 1896.

School Terms.

The first of the school year of 1896-1897 begins on the first Monday in August and closes on the Friday before Christmas. During this term, Admission Day, Thanksgiving Day and the week of the County Institute are holidays.

The second term begins on the Monday after New Year's Day and continues twenty-two weeks. During this term, Washington's Birthday and the eleventh week of the term are holidays.

DAILY SESSIONS.—The daily sessions of Primary and Grammar schools shall begin at 9 A. M. The First, Second and Third Grades shall close at quarter past 2 P. M. The Fourth Grades shall close at half-past 2, and the other grades at 3 P. M.

RECESSES.—In all classes a recess shall be given from half-past 10 till ten minutes before 11, and from 12 till 1 P. M.

Calendar 1896-97.

August 3, 1895.....	First term begins
September 9	Admission Day (holiday)
.....	Institute week (holiday)
November 26	Thanksgiving Day (holiday)
December 18.....	First term closes
December 18 to January 4, 1897.....	Christmas vacation
January 4, 1897.....	Second term begins
February 22.....	Washington's Birthday (holiday)
March 18 to 28.....	Midterm vacation
May 30.....	Memorial Day (holiday)
June 3.....	Second term closes
August 1, 1897.....	Schools Reopen

The Principal of the East Berkeley schools may be found at his office in the Kellogg School building from 8:30 until 9 a.m., and from 3 to 3:30 p. m. on every school day.

School Directors

P. R. BOONE.....	PRESIDENT
M. L. HANSCOM	SECRETARY
1525 Walnut street.	
GEORGE M. ROBERTSON	First Ward
2322 Cedar street	
E. J. WICKSON	Second Ward
Corner Bancroft way and Piedmont avenue.	
P. R. BOONE.....	Third Ward
2029 Durant avenue.	
GEORGE SWAIN	Fourth Ward
2717 Telegraph avenue.	
GEORGE A. NORTON.....	Fifth Ward
Alcatraz avenue, near Shattuck.	
ED. F. NIEHAUS	Sixth Ward
N. W. corner Seventh street and Channing way.	
C. ENGBRETSSEN.....	Seventh Ward
Corner Seventh and Camelia streets.	

Standing Committees.

Finance—

Messrs. ROBERTSON, NIEHAUS, ENGBRETSSEN.

School-houses and Sites—

Messrs. NIEHAUS, SWAIN, NORTON.

Supplies—

Messrs. ENGBRETSSEN, WICKSON, SWAIN.

Rules—

Messrs. SWAIN, WICKSON, NORTON.

Classification—

Messrs. NORTON, ROBERTSON, ENGBRETSSEN.

High School—

Messrs. WICKSON, NIEHAUS, BOONE.

Course of Study—

Messrs. BOONE, ROBERTSON, WICKSON.

Meetings of the Board.

The regular meetings of the Board are held at the Town Hall on the first and third Monday of each month, at 8 p. m.

**List of Teachers for the Year Ending June 30,
1896.**

EAST BERKELEY SCHOOLS.

		RESIDENCE.
S. D. WATERMAN,	Principal in Charge,	2249 Fulton st.
	HIGH SCHOOL	
S. D. WATERMAN,	Principal,	2249 Fulton st.
M. C. JAMES,	Vice-Principal—Latin and Greek.	
	Haste and Milvia streets.	
ANNIE C. EDMONDS,	(German and Math).	913 Bush St., S. F.
MARY B. CLAYES,	(Greek, Latin and History)	2420 Dwight way
FANNIE W. MCCLEAN,	English	_____
FLORENCE BARTLING,	English and History	_____
ALVA W. STAMPER,	Mathematics	Oxford and Center
JOHN S. DREW,	Science	_____
E. B. LAMARE,	French	Ellsworth st.
MARY L. BREHM,	Drawing	Blake st.

KELLOGG—GRAMMAR AND PRIMARY.

ANNA E. WILSON,	9th grade	1762 Ninth ave., E Oakland
ROSE M. DOBBINS,	9th "	Chapel st.
OLIVE HARPER,	8th "	222 Shattuck av.
ELEANOR M. SMITH,	8th "	_____
B. JEANETTE BARROWS,	7th "	Haste st.
LETA J. WOODWORTH,	4th and 5th grades	San Francisco
SARAH T. FRENCH,	2d " 3d "	_____
L. L. SHAW.	1st " 2d "	2321 Russell st.

ROSE STREET—PRIMARY AND GRAMMAR.

C. GERMAIN POTWIN,	1st and 2d grades,	Shattuck and Channing
ANNA WOODALL,	3d " 4th "	Shattuck and Delaware
ANNA G. GRASER,	6th grade	_____

WHITTIER SCHOOL—GRAMMAR AND PRIMARY.

JULIET H. LUMBARD,	Principal, 7th grade	2612 Scott st., S. F.
NELLIE M. NORMAN,	6th grade	Walnut st.
LIDA CODINGTON,	5th "	Walnut st.

OLIVE SQUIRES,	4th Grade	Cor. Vine and Shattuck
EDITH SPRAGUE,	2d and 3d Grades	_____
AMY C. COTREL,	1st and 2d "	3220 Clay st., S. F.

LE CONTE—GRAMMAR AND PRIMARY.

ALICE F. KEEFER,	Principal, 6th Grade	830 Myrtle st., Oakland
MARY HUDDART,	7th grade	corner Durant and Fulton
HELEN M. GOMPERTZ,	5th "	University Grounds
SARAH FOX,	4th "	2427 Dwight way
ETTA HIGGINS,	2d and 3d grade,	cor. Delaware and San Pablo
M. EMELIE BERGEN,	1st and 2d "	Telegraph and Ashby

LORIN—GRAMMAR AND PRIMARY.

M. J. CONGDON,	Principal, 8th and 9th grades	Mark st.
ETTA ELLERHORST,	6th and 7th grades,	Blake st. near Ellsworth
LYRA J. SHAW,	5th grade.	2321 Russell st.
MARGARET RHODES,	3d and 4th grades	_____
EDITH FLAGG,	2d and 3d "	_____
DORA ELLERHORST,	1st grade,	Blake st. near Ellsworth

WEST BERKELEY SCHOOLS.

J. W. WARNICK,	Principal in charge,	RESIDENCE 2431 Durant avenue
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SAN PABLO AVENUE—GRAMMAR AND PRIMARY.

J. W. WARNICK,	8th and 9th Grades	2431 Durant avenue
LILLIE HAMLIN,	7th Grade	1920 Haste st.
LYDIA ATTERBURY,	6th Grade	North Berkeley
ALICE L. RAYMOND,	5th Grade	Shattuck near Delaware
EMMA S. WILKES,	4th Grade	cor. San Pablo and Addiosn

COLUMBUS—PRIMARY.

S. M. MCCLURE,	Principal, 2d and 3d Grades,	26 Franklin st. S.F.
MARY KASTENS,	4th and 5th grades	West Berkeley
CARRIE WOODLEY,		
MRS. S. C. PARTRIDGE,		Haste st.

On June 5th, Mr. John S. Drew, Miss Edith Flagg and Miss Carrie Woodley resigned, and their resignations were accepted. The rest of the corps were re-elected for the year ending June 30, 1897, subject to assignment, and the contract adopted by the Board. Mr. D. R. Wood was elected to the position made vacant by resignation of Mr. Drew.

Schedule of Salaries.

The salaries of all teachers shall be by the year as follows:

General Principal of High School and East Berkeley Schools...	\$2,400 00
General Principal of West Berkeley Schools.....	1,800 00
Principals.....	1,200 00
Vice-Principal of High School.....	1,200 00
Assistants in High School.....	1,080 00
Teachers of the Eighth and Ninth Grades.....	840 00
Teachers of the Sixth and Seventh Grades.....	810 00
Teachers of the Fourth and Fifth Grades.....	780 00
Teachers of the Second and Third Grades.....	750 00
Teachers of the First Grade.....	840 00

To be paid monthly.

Teachers in the Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, and Assistants in the High School, shall receive \$60 per year, to be paid monthly, in addition to the above, for five consecutive years' service in the department.

Teachers in the Primary grades who hold Second grade certificates shall receive \$30 per year less than the above schedule, to be deducted monthly.

There shall be deducted for want of experience as follows:

From teachers having one year's experience, but less than two, \$60 per year, to be deducted monthly.

From teachers having less than one year's experience, \$120 per year to be deducted monthly.

The following deductions shall be made for absence:

From the salary of the Principal of the High School, per diem.....	\$8 00
From the salary of the Principal of the San Pablo and Seventh street Schools, per diem.....	7 00
From the salary of the assistants in the High School, per diem.....	4 00
From the salary of the teachers in the Grammar Grades and Receiving Classes, per diem.....	5 30
From the salary of the teachers in the Primary Grades, per diem.....	3 25

Substitute teachers shall receive the compensation their certificates and experience entitle them to. No compensation shall be allowed for holidays or vacation. Any rule conflicting with any of the provisions herein contained shall be null and void.

Enrollment and Attendance.

SCHOOLS	FOR YEAR ENDING JUNE 30, 1894.			FOR YEAR ENDING JUNE 30, 1895.		
	Enrolled	Average Number Belonging	Daily Attend- ance	Enrolled	Average Number Belonging	Daily Attend- ance
High, East Berkeley.....	203	165	155	270	225	217
Kellogg " 	365	297	284	420	340	325
Whittier " 	381	292	278	406	308	295
Le Conte " 	300	224	212	331	262	251
Lorin " 	288	202	190	261	226	215
West Berkeley.....	478	348	328	537	431	380
TOTAL.....	2015	1528	1437	2225	1792	1683

FOR YEAR ENDING JUNE 30, 1896.

SCHOOLS	Enrolled	Average Number Belonging	Daily Attend- ance.
High, East Berkeley	330	296	284
Kellogg " 	427	342	326
Whittier, " (Rose St).....	499	341	326
Le Conte " 	329	286	273
Lorin " 	331	359	248
West Berkeley	597	444	419
TOTALS	2513	1969	1876

School Census.

1879.....	515	1888.....	1026
1880.....	519	1889.....	1162
1881.....	630	1890.....	1324
1882.....	613	1891.....	1457
1883.....	708	1892.....	1971
1884.....	871	1893.....	2186
1885.....	879	1894.....	2209
1886.....	884	1895.....	2501
1887.....	1001	1896.....	2724

High School Graduates.

Class of	
1883—	John C. Dornin
1884—	Ethel S. Anderson
	Gussie Ayer
	Emily Clark
	Theodore Palmer
1885—	Letitia Blake
	Lewis Harmon
	Ernest Merrill
	Harold S. Wilkinson
1886—	Emily Graham
	Nettie Merrill
	Nellie Nelson
	Roger Sprague
	Lillian Welton
	Frank Woolsey
1887—	Alice King
	Joseph LeConte
	Blanche Morse
	Charles Palache
	Nellie Wilson
1888—	George Brackett
	Harriet M. Grover
	Jean Hahn
	Mamie Kastens
	Walter O'Brien
	Emma Peterson
	Mary S. Sanborn
	Edith Sprague
	Alfred Taynton
	Chester Woolsey
1889—	Winifred Bangs
	Mary Barcroft
	Georgia Barker
	Guy Chick
	Charles Keeler
	David Porter
	Lottie Tuohy
	Susie Webb

Class of	
1890—	Helen Anthony
	Bonnie Burckhalter
	Edith M. Claves
	Bessie Cummings
	Edward Dickieson
	Kittie Robbins
	Walter Hoag
	G. Kuno
	Tom McCleave
	John Morrison
	Clinton Morse
	Josephine Stewart
	Olive Squires
	Helen Thayer
1891—	Lizzie Baxter
	Fred Clark
	John Dugan
	Anita Gompertz
	Tatsuniro Magario
	Ralph Marshall
	Clifford McClellan
	Cecilia L. Raymond
	Louise Shaw
	Bessie Smith
	Bessie Sprague
	Nellie Tuohy
	Willie Ulrich
	Edna B. Woolsey
1892—	Bukio Arata
	Robert B. Baird
	D. Etta M. Bartlett
	Lulu L. Bartlett
	Edwin S. Blake
	Charles H. Delany
	Joseph Hume
	George D. Kierulff
	Ada G. Little
	Rawson H. S. Parkhurst

Newell S. Perry
 Walter H. Powell
 John S. Prell
 T. Allen Smith
 Will E. Squires
 Edward H. Wakefield
 Albert Wilson
 Shinjiro Yamamoto
 1893—C. Weston Clark
 Grace Dewing
 Louis B. Earle
 George B. Finnigan
 Kirke Gilbert
 Alice Hoag
 Mary Hull
 Pearl M. Hunt
 Annie Kellogg
 Bertha Ketchum
 Della Larsen
 Birdie Lester
 J. Edwin Little
 Fred Lowell
 Marion Madsen
 Robert McCleave
 Susie S. McKusick
 J. Brockway Metcalf
 Augusta Nye
 Dewitt Parkhurst
 Mary Penwell
 Mary Robb
 Gertrude Rush
 Bertha Sadler
 Louis Saph
 James W. Scoggins
 Ella A. Small
 Philip Smith
 Margaret Steedman
 Maud Sutton
 J. Henry Stutt
 Jessie J. Trowbridge
 Albert Wardwell
 Maud Weck
 1894—Ruth Atterbury
 Dudley Baird
 Fred Berryman
 Clarence Clark
 Dorothy Deakin
 Ernest Dozier
 Fred Fairchild
 Markley Farish
 Myrtle Foster
 Fannie Gentry
 Asa Gray
 Amy Hamlin
 Daisy Henderson
 Horace N. Henderson

Grace L. Henley
 William Hoag
 Kate Jeffries
 Winifred Jeffries
 Florence Lamb
 Annie Landstrom
 Walter Leuders
 Mary C. McCleave
 Jessie Naylor
 Frank Nutting
 Irving Ostrom
 Maude Packard
 Hallie Parsons
 Agnes Payzant
 Annie Pyne
 Ruth Rising
 B. Winifred Robinson
 Josie Roller
 Hattie Rugg
 Bertha Rush
 Anna Thayer
 George Wagner
 Harry L. Waste
 Ralston Whitcomb
 Edna H. Wickson
 1895—Ruth R. Armstrong
 Ethel Bergen
 Minnie Bolsted
 Percy H. Booth
 Robt. C. Bowen
 Annie Bramel
 Angie Brown
 J. Rodney Brown
 M. Josephine Colby
 Chas. W. Comstock
 Edith Crawford
 Ralph O. Dresser
 Mamie Embury
 Alice Freese
 Etta Good
 Ada Graber
 William A. Hackley
 Mary S. Hall
 Sarah Hanscom
 Grace Henderson
 Jeanette F. Hobson
 Herbert Hume
 Chas. E. Jones
 Josephine Kemp
 R. W. Kemp
 James J. Kline
 Ralph B. Lloyd
 Edna L. Lowell
 Eugenia Loy
 Pearl M. Marshall
 Annie Mason

Class of 1895—Continued.

Margaret Matthew
 William G. May
 May 26th Morrison
 Roy V. Nye
 Bernice Owsley
 Ada Parker
 George Y. Payzant
 William C. Pidge
 Emma E. Riggs
 Alice Rising

Frances Rosenstirn
 Wm. E. Sauer
 Alfred J. Smith
 Emelie Streib
 Atsu Nae Tawara
 Emma A. Van
 Margaret Webb
 Kitty Ray Wickson
 Bessie Mae Wood

Class of 1896.

William S. Acheson
 Elizabeth J. Annis
 May Bentley
 Harold C. Bradley
 George O. Brehm
 Etta M. Bunnell
 Daisy M. Clarke
 Fred N. Colby
 Morris H. Covert
 Claude DeVore
 Lucy W. Dewing
 Roy E. Dickerson
 Grace E. Dobbins
 Margaret E. Doherty
 Jennie Ellison
 Margaret E. Fee
 Lulu F. Frame
 Florence M. Freuler
 Vivia M. Gage
 Mary T. Gallagher
 Melvin S. Good
 David Goodale
 Anna M. Grant
 N. Claude Gregory
 Paul Harmon
 Richard S. Haseltine
 Ethel L. Heanan
 Charlotte A. Henley
 Ida L. Henderson
 Augustus Higgins
 May M. Howell
 Alva T. Hughes
 Alegra Hutton
 Chester W. Judson
 Fred W. Kerns
 J. L. Kennedy

Arthur W. Kierulff
 Elma M. Mansfield
 G. Herbert Masters
 Edward McCleave
 Fred L. Morris
 William F. Neiman
 Millie Newmark
 Clelia Paroni
 Carlton H. Parker
 Erle C. Parks
 Peter N. Rassmussen
 Fred E. Reed
 Leroy E. Roberts
 Harry Roberts
 Alfred R. Rucklidge
 George H. Senger
 Ray W. Simonds
 Frank A. Shideler
 Norman E. Smith
 Agnes P. Steedman
 Alice Stewart
 Anna Thayer
 Elsie C. Thompson
 Bertie Tucker
 Fannie E. Tyrrell
 Grace A. Tyrrell
 Annie B. Voorhies
 John T. Warren
 Louis J. Warren
 Fred L. Watrous
 Stella M. West
 Mark H. White
 George Wilhelm
 Flora Wilson
 Herbert M. Woodsum
 Harvey S. Zehner

History of the Berkeley Schools.

The first election after the town of Berkeley was incorporated was held May 13th, 1878, and W. B. Rising, Martin Kellogg, Henry Bruns, Martin Dale, William H. Johnson and M. B. Starr were elected School Directors. When the Board organized, Martin Kellogg was chosen President. In January, 1879, Director Starr resigned, and H. A. Palmer was elected to fill the vacancy.

Early in this year measures were taken to secure a school lot near Berkeley station. The Board was prohibited by the Town Charter from incurring any indebtedness, but five public-spirited citizens were found who came forward and paid for the lot selected by the Board, and agreed to hold it until the Board should be in funds. The gentlemen who lent their aid so opportunely were J. L. Barker, H. Bartlett, G. D. Dornin, H. A. Palmer, and F. K. Shattuck.

The San Pablo avenue lot was deeded some time in the sixties, to the district then known as Ocean View, for school purposes exclusively. A more healthful location, or one better adapted for school purposes, could not be found in West Berkeley. The lot is 113x211 feet, and fronts the west.

The building upon this lot is a plain wooden structure, containing six school rooms, each being about 28x35 feet, and fifteen feet from floor to ceiling. This school is now supplied with plenty of good water from a well in the yard. The water is raised by a windmill into a tank of 3000 gallons capacity.

On July 29, 1879, plans and specifications for the erection of a three-class building on the Center street lot, recently purchased, were adopted, and the Clerk was authorized to advertise for bids.

The attendance in all of the departments in July, 1879, was 174; in May, 1880, 230.

On Thursday, December 11th, 1879, the new building was occupied, and named the "Kellogg Grammar School." This was considered an event of so much importance that the Berkeley ADVOCATE of December 18, 1879, devoted a column to a

description of the building and an account of the steps leading to its erection.

In May, 1880, a special committee, consisting of Messrs. Kellogg, Palmer and Johnson, appointed at a previous meeting to investigate as to the advisability of establishing a High School, presented a report which closes as follows:

"We therefore recommend that a High School class be formed at the beginning of the next school year, to be under the care of a Grammar Principal, without any increase of salary for the present, and that the course of study for the first year be substantially as follows:

"First Term—Algebra, Physical Geography, English Composition, Language.

"Second Term—Algebra, Zoology, Greek and Roman History or Latin, Language."

"The course for future years is to be fixed hereafter."

December 21st, 1880, the Committee on Classification reported that there were seven scholars pursuing High School studies—five in the Kellogg school and two in the San Pablo avenue school, and recommended that these classes be united as soon as possible.

In 1882 a complete course of study was adopted, and the High School was so graded as to allow students to prepare for any departments of the State University. W. W. Anderson was the first Principal.

In July, 1881, the following rule was adopted with reference to the tuition of outside pupils:

"Non-resident parents or guardians who pay taxes to the town of Berkeley shall be entitled to send, free of charge, one pupil belonging to their own families for every \$500 valuation of Berkeley property on which they pay taxes, and no more."

The sum of \$1000 was afterward substituted for \$500.

The rate of tuition for other non-resident pupils was fixed at \$11 per term.

In 1884 the High School was placed upon the "accredited list" by the Faculty of the State University.

At a meeting of the Board held on the evening of May 20th, 1884, the following preamble and resolution were unanimously adopted:

"WHEREAS, By the expiration of his term of office, Professor Martin Kellogg is about to retire from the Board of which he has been a member since its organization, and for many years its president; and

"WHEREAS, His associates wish to place upon record their appreciation of his uniform courtesy toward his fellow-members; of his wise counsel and his untiring, unselfish fidelity in the discharge of his official duties, which have contributed so largely to the perfect organization and present efficiency of the schools;

"Resolved, That we express to Professor Kellogg, for ourselves and in the name of the teachers and pupils of our schools and the citizens of the town of Berkeley, our profound regret at this loss to the interests committed to our charge."

In June of this year four lots in the rear of the Kellogg school lot on Center street, and fronting on Allston way, were purchased.

In September, 1884, W. W. Anderson resigned as Principal of the High School. Directors Jones, Palmer and Jebens were appointed a committee on filling this vacancy, and as a result of their labors, on September 16th Henry Veghte was elected Principal.

In the fall of 1886 the Rose street school was established in rooms rented for the purpose, with Mrs. N. M. Norman and Miss J. H. Lumbard as teachers.

The Seventh street school, in West Berkeley, was completed and opened about September 1st, 1887.

This school is situated on Seventh street, near Delaware. It is a one-story, two-room building, fronting the east. The style of the building is better than of the one on San Pablo avenue. The seating capacity of each room without crowding is 48. The yards are small, and it is proposed to sell this site and to move the building to some more desirable location.

In July, 1886, there were 35 pupils in the High School. This number has increased to an enrollment of 270 in 1894-95.

In 1889, and again in 1890, the question of bonding the town to raise money for school purposes was agitated, but nothing definite was done until 1891, when an election was

called and bonds to the amount of \$50,000 were issued and sold. Lots were purchased as follows:

Corner Virginia and Milvia streets.

Corner Ninth and Page streets.

Corner Eighth street and Bancroft way.

University avenue, below Town Hall.

Corner Ellsworth and Russell streets, South Berkeley.

Dwight way, near Dana street.

The contract for the erection of three six room buildings was let on the 23d of June, 1892, and these buildings were occupied in the fall of 1892.

In 1893, by the annexation of the Lorin district to the town of Berkeley, the Lorin school became a part of the Berkeley School Department.

On July 9th, 1894, a special election to legalize the establishment of the High School was held and carried by a handsome majority. At the first meeting of the Board subsequent to the election, the school was formally christened "The Berkeley High School."

May 16, 1896, a proposition to raise \$22,500 by special tax was voted upon and carried by a large majority. It is expected that additional rooms will be ready for occupancy by January 1st, 1897.

Report of the President.

To the Honorable Board of Education, Town of Berkeley.

GENTLEMEN: Falling in line with the usual custom of presenting an annual report, I hereby offer mine as an epitome of the work accomplished during the year, supplemented with a few suggestions which I hope the Board will seriously consider, with a view of carrying out as soon as deemed expedient. There are some matters that I have long considered, upon which I have made up my mind, and, personally, the question of expediency is already settled. I trust the other members of the Board, after due reflection, may appreciate the importance

of these suggestions, realize the urgency and recognize their practicability.

First of all, I wish to congratulate this Board on its good fellowship, the harmony among its members, and its record of having the sole aim in all its transactions of doing nothing but that which will advance and promote the interests of the School Department. There have been no divisions, no dissensions, no factions—some disagreement of opinion of course, some latent sparks of asperity occasionally—but no disposition to take advantage of a brother member, and always a willingness to make a concession for the sake of harmony, and for what you thought to be for the best interests of the Schools. As your President, I congratulate myself that this has been so. Mainly for this have I enjoyed the position; the converse would have hastened my resignation. I trust our pleasant past year's experience will be a good omen for the future.

Our finances are in good shape, the report of which you have heard read this evening. Economy has been your watchword; good judgment has shown its results. During the year, the first Board under the New Charter, we have increased the teaching force in the High School by the election of two teachers, and filled one vacancy by the third. We have added two in the Primary and Grammar Grades and filled another vacancy. As an experiment we introduced drawing in the Department, and I rejoice to say the results, with the meager facilities at hand, have gone beyond our expectations.

At an expense of over two thousand dollars we purchased a lot, moved the Rose street school and put it in a creditable condition for school purposes. Two rooms have been fitted up in the Lorin school. Many hundreds of dollars have been expended for sidewalks and street improvements. Some valuable books have been purchased, and some that were not so valuable. The repairs and the repainting of several buildings, the construction of two rooms for High School purposes have drawn on our exchequer. These have all been necessary and wise expenditures; and I have detailed them in order, partially to answer the question of some inquiries—What is done with all the school money?

As a whole, I believe our corps of teachers is above the average; the discipline good and the scholarship of their pupils all that could be expected under the circumstances. These circumstances the people are familiar with. I refer to the crowded condition of the schools. There is a limited capacity to every human being, and though you had a specially endowed or inspired teacher, that teacher could not obtain as good results with over seventy in a room as one of his ability could get with half that number. In passing judgment we must not forget to keep the situation in mind. Fortunately, however, the town has responded to our last call for an election, and allowed us a sufficient sum to relieve, temporarily, this congestion, and to provide for the additional 225 children, which our last census shows we must. I congratulate the Board that the last election seems to show that it has done something justifying the support of the people.

In referring to the High School, I wish to suggest the advisability as well as the practicability of making it a four-years' course, instead of three. The importance of our situation, the demands of the University, the thoroughness and amount of additional work seem to make it necessary. Three years are not sufficient to do the required work. There is no reason why, if we cannot have a new High School building, we should not have the best school, in personnel and instruction, in the State; a model for all other High Schools. Several schools have acknowledged the necessity, and adopted a four-years' curriculum; and in order to keep pace with the demands of the University as well as with the State law, which requires us to prepare students for this Institution, we should as a Board take the necessary and immediate steps to bring this result about. To advise a change, means to suggest a plan. Reconstruct the course in the Ninth grade that will make an equivalent to the first year in the High School. Algebra and Geometry are already taught here; but in an elementary way. We cannot compel Grammar Grade students to study Latin; but make this optional; increase the course in English and have the High School teachers take charge of this grade. The

teachers of the ninth grade are paid from the State and County fund. Pay the High School teachers of this grade from the City funds, and then transfer from the State fund to the City fund the money necessary to pay the teachers of the ninth grade. The funds are kept separate, anyway, and there would be no inconvenience on this score. This plan has been tried and adopted elsewhere, and has not met with any objections. On the other hand, the results are very flattering. This plan would virtually give us a four-years' course for the High School; it will improve the finishing year of the ninth grade pupil who anticipates entrance into the High School proper. During May there has been a conference of City Superintendents and of High School Principals, in which the subject of a four-years' course was thoroughly discussed; and before the close of the session they unanimously voted to formulate a bill to be presented to the next Legislature, demanding four years for our High Schools. Whether or not it ever becomes a law, the necessity for such a course is evident, and we, as a Board should manifest our recognition of the fact by being sufficiently aggressive and progressive in being among the leaders in carrying out these needs.

I am satisfied that somehow, and for some reasons, there is too much time lost in our Primary and Grammar schools. This does not apply merely to Berkeley, but to most towns of the State. There is a loss of from one to three years' time. This is not the fault of indifference of our teachers, nor of lack of ability on the part of our two Superintendents. It is the fault of the system. Yet, as a rule, I am of the opinion that with wide-awake, ingenious, sympathetic teachers, systems and methods take care of themselves. Many of our courses are arranged and carried on with but little reference to the laws of material development. Mental development is naturally from the concrete to the abstract. But regardless of this, I notice that in our curriculum, highly abstract subjects, such as grammar which should come quite late, are begun too early. Political Geography, dead and uninteresting to a child, and which should be an appendage of Sociological studies, is commenced

at the wrong time; while Physical Geography, comprehensive and apparently attractive to a child, is in a great part passed over. There seems to be so many things arranged in an abnormal order. But how are we to remove these evils? Will the Board of Education as a body, or as individuals attempt it? I think not. The first step towards the remedy will be, in my judgment, the appointment of a *City Superintendent* of experience, of broad and acknowledged executive ability, who can devote his *whole time* to the consideration and improvement of the whole school department; one to whom the Board can look up to for information and hold absolutely responsible; a man, one of whose duties will be to meet the teachers once a week to listen to their methods, criticise their faults, advise remedies, discuss educational questions, and enforce a uniformity in teaching the same subjects in the corresponding grades. To illustrate the latter: take any subject, Geography, for instance, taught in the seventh grade—the amount to be gone over is specified, but how many teach it alike? Do any two teachers cover the amount? Can any seventh grade pupil of the Le Conte pass the seventh grade examination of the Whittier, or vice versa? I doubt it—in fact I know not. This should not be so, and until we take steps to remedy the system such glaring faults are bound to exist. After a student enters the grammar grade he should not be allowed promotion on the recommendation of his teacher; *but by passing the examinations prepared by the City Superintendent in conjunction with those recommendations.*

Our present Superintendents have been and are honorably performing their duties. They are capable, experienced and conscientious teachers. But they are each performing the duties of two positions, and the requirements of each office or both must suffer.

For reasons I cannot give in this brief report, I believe there should be more male teachers employed in the Department. I do not wish to detract from the teaching qualities of our women. I appreciate the necessity of her presence and influence in our schools, and humbly acknowledge all that is claimed for her superior qualities as a teacher. The intellec-

tual training which they give may be better up to a certain point than that given by men. They also may maintain better discipline and order than men, and with less corporal punishment. But there is a drawback to the intellectual training and discipline of the woman in the fact that her training is more like that of the family and less like that of the State. It is evident that the child needs both of these kinds of training, and therefore he should have instruction from male as well as female teachers. Besides there is a period in a boy's life—the assertive, “know it all” period—that demands the supplemented presence of Masculinity, Force, Authority, Command, Decision, Self-Asserting Counsel, Victory, that the woman by creation does not have. There should be the possible look of thunder in the man, as well as the soft octave voice of the woman.

I trust too, when the finances allow and the Board can see its way clear, the same prominence will be given to the study of German in the High school as is now given to the French. They are of equal importance so far as the required entrance to the University is concerned, and there is no reason, except a financial one, why a special teacher should not be employed, and the same standard maintained in this subject as that of the French.

Before I close, I wish to place myself on record as being opposed, for any reasons I have yet heard, of reducing teachers salaries. They are now lower than in other towns for like services. If you wish to have the children constantly experimented upon with new teachers, and subject them to the numerous inconveniences that such changes entail, and desire to impair and imperil the whole teaching department, try this reduction, but mark closely the results; you may need them for future reference.

Gentlemen, I thank you for your kindness—for the many considerations and courtesies shown while acting as your President—which has made the position both easy and pleasant.

Respectfully submitted,

P. R. BOONE,
President.

Berkeley, June 1, 1896.

**Secretary's Financial Report for the Year Ending
May 16, 1896.**

BERKELEY, Cal, May 16, 1896

To the Honorable the Board of Education of the Town of Berkeley,

GENTLEMEN: I present herewith my annual financial report for the fiscal year ending to-day, showing in detail the transactions of the Berkeley School Department for that period. I call your attention to the fact that warrant No. 1381 for \$80, No. 1401 for \$8, No. 1402 for \$5, No. 2521 for \$6, total \$99, have been outstanding for so long a period that in all probability they have been paid, or demand for their payment will never be made. I recommend therefore that they be turned in to the treasury to the credit of the School Fund.

Yours Respectfully,

M. L. HANSCOM,

Town Clerk.

SCHOOL FUNDS.

RECEIPTS (Town Funds).

Balance on hand, May 20, 1895.....	\$ 6,199 03
Received from Taxes.....	\$24,153 67
Received from Tuition, Fines, etc.....	651 40—\$24,805 07
Total Receipts from Town.....	\$31,004 10

DISBURSEMENTS (Town Funds).

Teachers' salaries.....	\$10,499 85
Janitors' salaries.....	3,165 00
Clerk's salary.....	308 35
Supplies.....	1,405 54
Fuel, Lights, etc.....	895 35
Furniture.....	1,321 14
Repairs of School Property.....	2,100 59
Labor.....	66 25
Rent.....	573 00
Insurance.....	120 90

Forward..... \$20,455 97

<i>Amount brought forward</i>	\$20,455 97
Telephone.....	166 90
Street work.....	710 87
Harmon street opening.....	25 00
Allston way culvert.....	1,204 45
Grading lot and street.....	204 20
Printing.....	146 75
Advertising.....	13 95
Rose street school lot.....	1,121 54
Removal and repairing of buildings.....	885 90
Kellogg school building.....	500 00
Truant Officer.....	105 00
Books for census.....	22 00
High School exercises 1895.....	97 65
Bond election.....	345 38
Tax election.....	29 00
Miscellaneous.....	285 33
Clerk's supplies.....	10 75
Balance on hand.....	4,673 42—\$31,004 10

RECEIPTS FROM COUNTY.

COUNTY APPORTIONMENTS.

September 25, 1895.....	\$ 641 00
December 9, 1895.....	8,995 50
December 9, 1895 (Library).....	148 50
May 11, 1896.....	5,072 36—\$14,857 36

DISBURSEMENTS FROM COUNTY FUND.

Over-draft May 11.....	\$ 541 77
Teachers' salaries.....	11,676 55
Janitors' salaries.....	440 00
Balance on hand.....	2,195 04—\$14,857 36

RECEIPTS FROM STATE.

STATE APPORTIONMENTS.

Present Over-draft.....	\$ 1 37
July 10, 1895.....	8,563 76
January 13, 1896.....	15,702 22—\$24,267 35

DISBURSEMENTS FROM STATE FUND.

Over-draft May 20, 1895.....	\$ 2,495 95
Teachers' salaries.....	21,771 40—\$24,267 35

RECAPITULATION OF SCHOOL FUNDS.

Total Receipts.

Town.....	\$31,004 10
County.....	14,857 36
State.....	24,265 98—\$70,127 44
Over-draft on State Fund.....	1 37
	<u>\$70,128 81</u>

TOTAL DISBURSEMENTS.

Teachers' salaries.....	\$43,947 80
Janitors' salaries.....	3,609 00
State over-draft May 20, 1895.....	2,495 95
County over-draft May 20, 1895.....	541 77
Miscellaneous bills.....	12,665 83
Balance in Town Fund.....	4,673 42
Balance in County Fund.....	2,195 04—\$70,128 81



Report of Superintendent of East Berkeley Schools.

BERKELEY, Cal., June 15, 1896.

To the Honorable Board of Education,

GENTLEMEN: I beg leave to submit the following report of the schools of East Berkeley for the year ending June 30, 1896.

Number of days of actual school work, 201; Total enrollment, (exclusive of High School) 1586; average number belonging, 1229; average daily attendance, 1173; per cent. of attendance on average number belonging, 95.4.

The increase over last year is as follows: Enrollment, 168; average number belonging, 103; daily attendance, 97.

The increased daily attendance in the whole of Berkeley, exclusive of High School, is about 160, which, allowing the apportionment to be the same per capita next year as for the present year, will give nearly \$2,000 more from the County fund than has been received.

In the High School the enrollment and attendance has been as follows: Enrollment, 330; average number belonging, 296; average daily attendance, 274.

A class of 72 graduated from the High School June 12th—40 boys and 32 girls. These were apportioned in the different courses as follows:

Classical	8
Literary	26
Scientific	35
Limited	3—72

Of these about sixty will enter the University of California.

Promotions to the different classes in the High School have been made thus:

From middle class to senior class, 68; retained in middle class, 10. From junior class to middle class, 84; retained in junior class, 12. From ninth grade to High School, 70.

The senior and middle classes will each be larger than during the present year. The junior class, from present indications will be about the same size as last year.

The following is a very conservative estimate for the enrollment at the opening of the new term: Senior class, 85; middle class, 100; junior class, 110.

The number will doubtless exceed this estimate. The introduction of Latin into the ninth grade course will require the services of the Latin teacher for, perhaps, two periods a day. The mathematical work is sufficient to occupy the entire time of two teachers, and I recommend that the Board employ a special teacher of German, to be employed for three lessons a day, so that Miss Edmond's time may be given exclusively to mathematical work.

If the Principal is relieved of his classes in mathematics, he can, in turn, relieve the Latin department.

As the Board is familiar with the crowded condition of this school during the last year, and the many obstacles that have stood in the way of good work, I will not take its time in recalling them, but say that more room is an absolute necessity. We have been compelled to begin the sessions early and hold them until a late hour in order to find rooms in which to hear them. There has been no room which the students could occupy for purposes of study when not engaged in recitation. With an enrollment of over 300 and less than 200 seats, it can readily be seen how this has handicapped our work. If we can begin the year with all the room we need, our work will be simplified, and I am sure that I can guarantee to the Board and the patrons and the tax-payers, a result at the end of the year that will be highly satisfactory.

I have made a careful estimate of the classes for the opening of the new year. The following will show the promotions and numbers remaining in the grades from the 3d to the 9th, not including Lorin, however, because this school will not be affected by the consolidation of classes which I am about to recommend.

It will be borne in mind also that although some of these

classes will be crowded, this is but a temporary arrangement, and that the completion of new rooms will relieve the crowded condition.

Promoted from eighth to ninth grade, 70; retained, 10; from seventh to eighth, 92; retained 13; from sixth to seventh, 84; retained 13; from fifth to sixth, 71; retained 11; from fourth to fifth, 96; retained 9; from third to fourth, 94; retained 6.

I recommend the following changes and consolidation of classes for the first term or until such a time as the new buildings are ready for occupation.

The three seventh grades to form two eighth grades; one for the north and the other for the south part of town. These two eighth grades are now in the Kellogg school. The three sixth grades to form two seventh grades; one at the Whittier, the other at the LeConte. This will relieve one room at Maloney's. The two fifth grades and the fifth grade class from Miss Woodworth's room to form two sixth grades; one at the Whittier, and the other at the LeConte.

The two fourth grades and the fourth grade classes from Miss Woodworth's and Miss Woodall's room will make two complete fifth grades, one at Whittier and the other at LeConte.

This consolidation relieves the two rooms at Maloney's and also one room at the Rose street school.

I also suggest that Miss French's class and Miss Shaw's class be transferred to the Maloney building. These teachers are experienced and have excellent judgment on the management of their classes, and will find no trouble whatever in these rooms for a few months.

The building now used for these classes will then be at the disposal of the ninth grades. These changes if adopted will give us one room inside of the Kellogg building for a physical laboratory, one large room for a study room, a separate recitation room for each teacher, and a room for the German in the morning and the French in the afternoon; also a room that can be used as a recitation room and a drawing room. Both of the sheds can then be used for the work in chemistry.

We may well claim a successful year's work for the entire department.

The pupils have been regular in their attendance, and teachers, as a rule, have been untiring in their work. Cases of truancy, especially during the last half of the year, have been extremely rare. The measles, chicken-pox and other diseases of the like nature, have prevailed in some localities and have interfered somewhat, but in the main, the attendance has been good and the results of the year's work is very satisfactory.

The work of the teacher of drawing deserves especial mention. Considering the shortness of time that has elapsed since the subject was introduced, the results are surprising. There is a demand on the part of teachers and pupils for a complete course in drawing, beginning with the lowest grade.

Professor Ardley has recommended a course, published by Ginn & Co., as the very best. The title is "The National Drawing Books," prepared by Ansin K. Cross, of the Massachusetts State Normal Art School. This course extends through all grades from First to Eighth inclusive.

I recommend the adoption of this course.

An outline of work proposed in each subject, and a detailed course of study for all the grades accompanies this report. Several important additions in the form of supplementary reading have been made to the course, and some changes tending to equalize the work in the grades have been found necessary.

Respectfully,

S. D. WATERMAN,

Principal.

Report of the Superintendent of the West Berkeley Schools.

To the Honorable Board of Education of Town of Berkeley,

GENTLEMEN: At the conclusion of the sixth year of my services as Principal and Superintendent of the Schools of the West Berkeley Department, I respectfully submit a full report of all the statistics required by the laws of our State on a blank prepared by the State. Also a report from each teacher to be filed with the Clerk, and from which may be obtained certified facts referring to each teacher and her class.

The new course of study has had a fair trial for eighteen months, the most important change in it being supplementary reading, which has proved, with a few exceptions, satisfactory; but the change in the State Readers, introducing very different material for class work, has been a source of much complaint in the second and third grades.

A supplementary reader to the State First Reader, to be used by the pupils of the second grade, is very desirable and I believe necessary.

If more reading is to be introduced into the Grammar grades, if the work in drawing is to be continued, and Latin, though optional, put into the ninth grade, it seems to me that it will be necessary to modify the course of study for the eighth and the ninth grades. The work done in drawing by these two grades, under the direction of Miss Brehm, is very satisfactory indeed, and I should be sorry to see it limited to less than two hours a week; but two hours a week means a reduction of one-fifth of the time from mathematics.

In order to make room for new studies and to prevent the overloading, I recommend that problems in Interest, Present Worth, Partial Payments, Compound Interest and Bank Discount, be omitted from the work of the eighth grade; that the ninth grade limit be to solids in First Lessons in Geometry, and

to be Quadratics in Elementary Algebra. The Arithmetic work omitted from the eighth might be done by the pupils of the ninth who do not take Latin, or who do not intend to enter the High School.

Your attention has been called to the fact that many pupils leave before completing the work of the grammar school. During the present school year nineteen per cent disappeared from the fourth grade, twenty-three per cent from the fifth, twenty-five per cent from the sixth, twenty-eight per cent from the seventh, and thirty-three and a third per cent from the eighth and ninth.

Five years ago the ninth, then the fourth grade, numbered forty-four pupils. Two of that class were all that were left at the end of their ninth year. These figures do not include pupils received by transfer, or those left over from other classes. The ninth numbered ten pupils at the close of this term.

The eleven teachers in charge of as many rooms have gone on quietly with their work. The discipline was neither too severe nor too lax. The order generally good. The janitors have kept the school yards and buildings in better condition than in former years. Many thanks are due Mr. E. Gill of West Berkeley for his liberal donation of seventeen dracæna trees to the San Pablo Avenue school.

The teachers in the primary grades are anxious that the use of slates be discontinued in school. Several objections are urged against their continuance. They are a relic of the past. They cause disorder. They are an unsanitary nuisance. If the matter receives your attention at this meeting a large order for slate pencils can be taken from our estimate for supplies needed.

The whole number of boys enrolled during the year, 308; girls enrolled, 294; total, 597; average belonging, 444; average daily, 419.

Respectfully,

J. W. WARNICK.

Principal.

COURSE OF STUDY

FOR THE

Primary and Grammar Grades.

Certain ends are required from the application of this course of study, but it is not expected that all will reach these results in the same way. Detailed methods are left to the tact and skill of the teacher. The work in every department must be done so thoroughly that the teacher of the next higher grade can, at the beginning of the year, at once proceed with the schedule work of the grade. No general review of preceding work should be necessary.

Teachers must bear constantly in mind—

1. To teach reading in lower grades as rapidly as possible.
2. To teach the correct use of language.
3. To cultivate habits of close observation.
4. To awaken an interest in natural objects.
5. To cultivate good morals, gentleness and politeness.
6. To encourage neatness and cleanliness of person and dress.

Moral instruction shall be given in all classes, in such a manner and degree as may be suited to the age and capacity of the pupils.

Arithmetic.

The work in numbers for the first two years is to be almost entirely objective. It is expected, however, that the work arranged in the course will be thoroughly done in these grades, thus laying a good foundation for the future. Too much

stress cannot be laid upon the necessity of securing rapidity and accuracy in the four fundamental operations. This, with a thorough knowledge of common and decimal fractions, constitutes nine-tenths of the practical work in Arithmetic. The first of the work is simple, and can easily be done in the required time, if only these elementary principles are thoroughly mastered. In general, all ambiguous and technical questions are to be omitted, and in "business" Arithmetic, only the methods employed in California are to be taught. In the lower grades there should be daily practice in rapid combinations of numbers at *sight*. In the first four grades Bailey's Mental Arithmetic is adopted as a desk book, but is placed in the hands of the pupil in the Fifth, Sixth, Seventh and Eighth grades. In the Grammar grades Analysis may be used profitably as a daily exercise.

Square and Cube Roots, and Mensuration, are to be omitted until the completion of Elementary Geometry in the ninth-year course.

Geometry.

While only the elements of Geometry are required in the Grammar School, these things can be accomplished, viz: the work in Mensuration can be made clear, neatness and accuracy in the drawing of Geometrical forms can be acquired, and the ability to reason correctly can be gained. The systematic training of the hand and eye by Geometrical Drawing may be made of great practical benefit. All problems involving the use of the metric system are to be omitted.

Algebra.

So much of Algebra is to be taught in the Ninth Grade as to make the pupil familiar with Addition, Subtraction, Multiplication and Division of polynomials, the operations in fractions, and the solution of simple equations and problems of one, two and three unknown quantities.

Language.

This subject includes Reading, Writing, Spelling, Composition, Grammar and Literature.

The aim is to enable pupils to speak and write the English language correctly, and at the same time to foster a love for good literature. To assist in this, classic works have been selected for supplementary reading in all the grades, and in the Grammar grades attention is given to the study of style and the figures of speech. Only so much of technical grammar as is necessary to a clear understanding of the books read must be taught. Knowledge of mere formal grammar does not make a person a good *English* scholar. That person only is a good English scholar who can use the English language properly. Men and women who are unable to use their own language correctly, and who have no taste for good literature, are handicapped all through life. Students who are weak in English, are, as a rule, weak in other departments. Teachers, especially in the Primary grades, must exercise great care and good judgment in this, the most important work of the whole course. In the Grammar grades abstract writing and paraphrasing will be found beneficial.

Geography.

All unimportant details should be omitted. It is a matter of no consequence that a pupil be able to describe minutely and by long formulas the course of rivers, the exact boundaries of countries, or the exact location of seas, gulfs, bays or inlets. It is a matter of consequence, however, that he should know what circumstances of climate, productions and situation have made the great commercial centers of the world. In the advanced grades the instruction should be by countries, and all the available sources of information regarding the people, climate productions, exports, imports, etc., should be thoroughly consulted by both teachers and pupils. The text-book is adopted as a *guide*, and not for exclusive use in the class.

A thorough knowledge of the outlines of local geography is indispensable as the basis of the more important work which

is to follow. Map-drawing may have its place in the work, particularly to show the relative size of countries, their location and the location of the principal commercial cities and their distances from one another, natural or artificial means of inter-communication, etc.

A comprehensive review of the Geography of the United States, in connection with the study of United States History, may be given with profit.

History.

History should be taught by topics. While the History of the State series is the authorized text-book, it should be used only as the basis of work. Pupils should be encouraged to bring to the class any and all information possible upon the topic under consideration derived from every available source.

As a *desk book*, Barnes & Sheldon's American History is recommended.

Physiology.

In accordance with the State law, instruction shall be given in all the classes during the entire school course as to the nature of alcoholic drinks and narcotics, and their effects upon the human system.

First Grade.

FIRST TERM.

READING—From chart and blackboard. State First Reader to page 21.

SUPPLEMENTARY—Twenty pages in Stickney's First Reader.

SPELLING—Oral and written. All new words.

NUMBERS—Develop thoroughly the knowledge of numbers from 1 to 10 by using objects. Count to 50 with objects. Read and write to 50.

LANGUAGE—Lead the pupils to talk about familiar objects—domestic animals, etc.

WRITING—Words, letters and figures. Teach correct position of hands and body. Teach correct form of letters.

DRAWING—Cross system.

MUSIC—In this and the following primary grades to Fourth grade inclusive, sing appropriate songs by note.

SECOND TERM.

READING—State First Reader (finished).

SUPPLEMENTARY—Stickney's First Reader.

SPELLING	} As in first term.
LANGUAGE	
WRITING	
DRAWING	

NUMBERS—Count 10 to 100 with objects. Teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ with objects.

Second Grade.

FIRST TERM.

READING—State Second Reader to pages 56. Daily drill in Articulation.

SUPPLEMENTARY—Stickney's Second Reader.

SPELLING—All words found in reading lessons.

NUMBERS—All operations from 1 to 20 with objects. Reading at sight the 45 addition combinations of two figures. Exercises similar to those in State *Primary* Number Lessons to Lesson 20. (No text books for pupils).

LANGUAGE—Teach the pupils to talk intelligently and to write correctly, short sentences about familiar objects—plants, animals and the like. (*Correct all errors*).

WRITING—On paper *with pencil*.

DRAWING—Cross System.

SECOND TERM.

READING—State *Second Completed*.

SUPPLEMENTARY—Stickney's Second Reader.

NUMBERS—State Primary to Lesson 40. Daily drill in combinations.

SPELLING—Written and oral. All new words found in reading lessons.

WRITING—As in first term.

DRAWING—Cross System.

LANGUAGE—Sentence building. Proper use of words of similar sound, in phrases and sentences. Names of the months, days of the week, seasons, etc.

Third Grade.

FIRST TERM.

READING—State Third Reader to page 57.

SUPPLEMENTARY—*Seaside and Wayside, No. 1.*

ARITHMETIC—State Primary to Lesson 70. Write and read numbers to 1,000,000. Drill constantly to secure accurate and rapid work in addition and subtraction.

LANGUAGE—Teach pupils to express their thoughts in complete sentences, and to write related consecutive sentences about familiar objects. Simple pictures to be studied and described. Object lessons upon animals and plants as the basis of conversational and written Language lessons.

GEOGRAPHY—Relative position of San Francisco, Berkeley, and Oakland. Draw map of school yard and school room. Names and direction of principal streets in Berkeley.

WRITING—On paper with pen.

DRAWING—Cross System.

SECOND TERM.

READING—State Third Reader, finished.

SUPPLEMENTARY—Stories of Great Americans for Little Americans.

ARITHMETIC—State Primary to Lesson 90. Daily drill in reading and writing numbers and in combinations to secure rapid and accurate work. The Multiplication Table.

GEOGRAPHY—Trips to San Francisco, Oakland, Alameda and San Rafael. Slope of the land around Berkeley. (For detailed work in this grade see mimeograph sheet).

DRAWING	} As in first term.
LANGUAGE	
WRITING	
SPELLING	

Fourth Grade.

FIRST TERM.

READING—State Fourth Reader to page 81.

SUPPLEMENTARY—Tables and Folk Stories. Stories from Plato.

ARITHMETIC—State Primary to page 110. Drill constantly to secure accurate and rapid work in the *four fundamental* operations. Teach the Roman Notation.

GEOGRAPHY—Note Book work, introducing the principal points in the first part of State Elementary Geography. This work is to be continued through the year. (For details, refer to mimeograph sheet).

LANGUAGE—Sentence building, punctuation, letter-writing. Reproduction of stories. Errors in language to be carefully corrected. State *Language Book* to Lesson 57.

SPELLING—Dictation exercises and words selected from reading and other lessons.

WRITING.

DRAWING—Cross System.

SECOND TERM.

READING—State Fourth Reader to page 100.

SUPPLEMENTARY—Seaside and Wayside, No. 2. Æsop's Fables.

SPELLING—As in first term.

ARITHMETIC—Constant and thorough drill in fundamental operations. Teach multiplication of whole numbers complete; short division and long division with divisor not larger than 100. Mental Combinations.

LANGUAGE—As in first term. Subjects selected from Geo-

graphy, also general lessons on animals and plants ; the quality, form, size and color of objects.

WRITING } Dictation.
SPELLING }

DRAWING—Cross System.

GEOGRAPHY—Work of first term continued.

Fifth Grade.

FIRST TERM.

READING—State *Fourth*—Complete.

SUPPLEMENTARY—Hans Andersen's Stories, I and II.

ARITHMETIC—State *Primary*, finished. Decimals to three places.
Enough of common fractions to make the work in decimals clear. U. S. Money.

LANGUAGE—State Language Lessons to Composition. Reproduce stories in writing. Teach pupils to name readily, nouns, pronouns, adjectives, verbs, adverbs, conjunctions and interjections, *as such*. Teach also the simple facts about person, number, gender and case

SPELLING—Dictation Exercises.

MENTAL ARITHMETIC—Bailey.

DRAWING—Cross System.

WRITING—P. D. and S. Shorter Course, No. 5.

GEOGRAPHY—State Elementary. In detail—North America and California. (See mimeograph sheet for detailed work.

SECOND TERM.

READING—*Seaside and Wayside*, No. 3. *Hawthorne's Wonder Book*, 1 and 2. *King of the Golden River*.

SPELLING }
LANGUAGE } Continue work of First Term.
DRAWING }
MUSIC.

WRITING—P. D. & S. Shorter Course, No. 6. Write from dictation

frequently as an exercise in penmanship as well as in spelling.

ARITHMETIC—Decimals complete. Analysis of simple problems in connection with mental arithmetic. Addition, subtraction, multiplication and division of common fractions. Cancellation.

MENTAL ARITHMETIC—*Bailey's*.

GEOGRAPHY—Review and generalize South America and Africa.

Sixth Grade.

FIRST TERM.

READING AND LITERATURE—*Old Greek Stories*—Hanson.

Merry England. Also the reading and careful study of the following poems:

The Pine Tree; The Poet and the Children—*Whittier*.

Freedom, Our Queen; The Last Leaf—*Holmes*.

The Hermitage—*Lowell*.

The Mountain and the Squirrel—*Emerson*.

The Pied Piper—*Browning*.

SPELLING—Selected words. Dictation exercises.

ARITHMETIC—Teach thoroughly. Factoring H. C. F., L. C. M. Review decimals, and all of the operations with common fractions. All ambiguous and catch questions are to be omitted.

LANGUAGE—Continue work of Fifth Grade. Paraphrasing and Abstract Writing.

MENTAL ARITHMETIC—*Bailey*.

GEOGRAPHY—State *Advanced*. Generalize Europe and Asia. (See Mimeograph sheet.)

WRITING.

DRAWING.—Cross System.

MUSIC.

SECOND TERM.

READING—*Elliot's Six Stories from Arabian Nights. Tanglewood Tales, 1 and 2. Bonnie Scotland. Old Greek Stories—Finished.* Also the reading and careful study of the following poems:

Columbus—*Joaquin Miller.*
 Barbara Frietchie—*Whittier.*
 The Village Blacksmith—*Longfellow.*
 Old Ironsides—*Holmes.*
 The Dandelion—*Lowell.*
 The Forsaken Merman—*Arnold.*

SPELLING—Dictation Exercises. Selected words and constant reference to the Dictionary.

ARITHMETIC—Continue the work of the First Term.

LANGUAGE—Teach the active and passive forms of Verbs and the uses of the same.

GEOGRAPHY—State *Advanced.* Specialize South America and Africa. (See Mimeographic sheet.)

MENTAL ARITHMETIC—*Bailey.*

DRAWING—Cross System.

MUSIC.

Seventh Grade.

FIRST GRADE.

READING AND LITERATURE—*Dickens' Christmas Stories; Eggleston's First Lessons in American History; Grandmother's Story of Bunker Hill.* Also the reading and careful study of the following poems:

The Three Bells—*Whittier.*
 The Wreck of the Hesperus—*Longfellow.*
 God Save the Flag—*Lowell.*
 The Bumble Bee—*Emerson.*
 "How They Brought the News From Aix to Ghent"—*Browning.*

ARITHMETIC—Reduction, ascending and descending. Omit Addition, Subtraction, Multiplication and Division here and elsewhere. Linear, Square and Cubic, Liquid and Dry Measures, Avoirdupois, Troy and Apothecaries' Weight, Circular Measure and the Measure of Time. Omit Plastering, Brick and Stone Work, Papering and Carpeting. (*State Advanced.*)

GEOGRAPHY—Specialize Europe. General review of North and South America.

LANGUAGE—Analysis and Diagraming of Sentences. Part first of State Grammar as basis (not to be followed too closely). Teachers *must use judgment* in this work.

WRITING—Ward's *Business Forms*, No. 1.

MENTAL ARITHMETIC—*Bailey's*.

DRAWING.—Cross System.

MUSIC.

PHYSIOLOGY—State Series to Nervous System.

SPELLING—Selected Words and Dictation Exercises.

SECOND TERM.

READING AND LITERATURE—Stories of Old Rome—*Hanson*. *A Man Without a Country*; also, the reading and careful study of the following poems:

Pipes at Lucknow; Telling the Bees—*Whittier*.

Flower of Liberty—*Holmes*.

The Boy and the Angel—*Browning*.

Workers of the Shroud—*Lowell*.

ARITHMETIC—Work of First Term continued. Proportion by *Analysis*. The division of Land into Townships and Sections by U. S. Survey.

LANGUAGE—Paraphrasing and abstract writing and analysis in connection with Reading lessons.

PHYSIOLOGY—Completed.

WRITING—Ward's *Business Forms*, No. 2.

GEOGRAPHY—Specialize Asia and Oceanica. Outline of Physical Geography as found in first forty pages of State Advanced.

MUSIC

DRAWING—Cross System.

Eighth Grade.

FIRST TERM.

READING AND LITERATURE } Stories and Days of King Arthur. Miles Standish
and the reading and careful study of the following poems:

Lexington—*Whittier*.

Paul Revere's Ride—*Longfellow*.

Bunker Hill—*Holmes*.

Concord Ode—*Lowell*.

Concord Hymn—*Emerson*.

ARITHMETIC—Principles of Percentage taught.

Omit—Stocks, Custom House Business, Partial Payments, Problems in Interest, Present Worth.

Teach—Profit and Loss, Commission, Insurance, Taxes, Simple and Compound Interest, Bank and Commercial Discounts, Accounts.

HISTORY—To Revolutionary War.

WRITING—Ward's Business Forms, No. 3.

SPELLING—Words from daily Lessons.

DRAWING—Cross System.

MUSIC.

LANGUAGE—State Grammar to page 134.

MENTAL ARITHMETIC—Bailey's.

SECOND TERM.

READING AND LITERATURE } Sketch Book.

} Tales of the White Hills; also, reading and careful study of the following poems:

Eternal Goodness—*Whittier*.

The Cumberland—*Longfellow*.
 Union and Liberty—The Boys—*Holmes*.
 Stanzas on Freedom—*Lowell*.
 Each and All—*Emerson*.

LANGUAGE—Conjugation of Verbs. Declension of Nouns and Pronouns, Comparison of Adjectives and Adverbs and the uses of the different degrees of comparison.

HISTORY—To Civil War.

DRAWING—Cross System; also Geometry with definitions to Chapter V.

MENTAL ARITHMETIC—Bailey.

WRITING—Ward's Business Forms, No .4.

Ninth Grade.

FIRST TERM.

READING AND } Evangeline. Birds and Bees—Also the read-
 LITERATURE } ing and careful study of the following poems:

The Light That is Felt—*Whittier*.

My Lost Youth—*Longfellow*.

Our Hymn—*Holmes*.

Freedom—W. L. Garrison—*Lowell*.

Forbearance—*Emerson*.

Sonnet to Science.—*Poe*.

Teach the following figures of speech: Simile, metaphor, metonymy, personification, climax, hyperbole.

GEOMETRY—Review Eighth grade work—Chapters V, VI, VII.

ALGEBRA—Fundamental Operations. Factoring, H. C. F. and L. C. M. Equations of one unknown quantity and of first degree.

DRAWING—Cross System.

LATIN—Optional.

BOOK-KEEPING—Optional. New Essentials to Book-keeping, Child's.

MUSIC—Combine classes for chorus singing whenever practicable.

HISTORY—American History Completed.

SECOND TERM.

READING AND } Snow Bound, Plutarch's Lives, The Alhambra;
LITERATURE } also, the reading and careful study of the following poems:

Centennial Hymn—*Whittier*

Sandalphon—*Longfellow*.

The Chambered Nautilus }
The Silent Melody } *Holmes*

The Arrow and the Song—*Longfellow*

GEOMETRY, Elementary—Completed, supplement with practical problems in Square and Cube Root and Mensuration. Draw to scale and verify the work.

ALGEBRA—Simple equations of two or more unknown quantities. Extraction of square and cube root by the Algebraic formulæ. Application of Algebra to Solutions of Arithmetical Problems.

CIVIL GOVERNMENT—An outline of Government of the United States and of California.

DRAWING—Cross System.

SPELLING—From other lessons. Dictation, etc.

LATIN—Optional.

BOOK-KEEPING—Optional. New Essentials of Book-keeping—Child's.

MUSIC—As in first term.

 SUPPLEMENTARY READING.

FIRST GRADE—Stickney's First Reader. Ginn & Co.

SECOND GRADE—Stickney's Second Reader. Ginn & Co.

THIRD GRADE—Seaside and Wayside, No. 1. D. C. Heath & Co.
Stories of Great Americans for Little Americans. American Book Company.

FOURTH GRADE—Seaside and Wayside, No. 2. D. C. Heath & Co.
Fable and Folk Stories, 1 and 2. Riverside, Nos. 47 and 48.
Stories from Plato. Ginn & Co. Æsop's Fables. Ginn & Co.

- FIFTH GRADE**—Hans Anderson's Stories, *1 and 2*. Riverside, Nos. 49 and 50. Seaside and Wayside, No. 3. D. C. Heath & Co. Hawthorne's Wonder Book, 1 and 2. Riverside, 17 and 18. King of the Golden River. Effingham, Maynard & Co.
- SIXTH GRADE**—Old Greek Stories. T. Nelson & Co. Merry England and Bonnie Scotland. J. B. Alden. Tanglewood tales, 1 and 2. Riverside, Nos. 22 and 23. Elliot's Six Stories from Arabian Nights.
- SEVENTH GRADE**—Stories of Old Rome. T. Nelson & Co. Dickens' Christmas Stories. Riverside, 57 and 58. Eggleston's First Lessons in American History. Grandmother's Story of Bunker Hill. Riverside, 6. A Man Without a Country.
- EIGHTH GRADE**—Stories and Days of King Arthur. T. Nelson & Co. Tales of the White Hills. Riverside, No. 40. Sketch Book. Seaside Edition. Miles Standish. Riverside No. 2.
- NINTH GRADE**—Evangeline. Riverside, 1. Birds and Bees. Riverside, 28 and 36. Cloth. Snow Bound. Riverside, 4. Plutarch. Ginn & Co. The Alhambra. Ginn & Co.

Besides the regular text book published by the State, the following for which the State makes no provision have been adopted by the Board: Bailey's Mental Arithmetic; Hill's First Lessons in Geometry; Hall & Knight's Algebra for beginners; P. D. & S. Copy Books (Shorter Course); Ward's Business Forms.



COURSE OF STUDY
FOR THE
BERKELEY HIGH SCHOOL.

UNIVERSITY PREPARATORY COURSE.

(GROUP 1.)

Classical Course.

JUNIOR YEAR—FIRST TERM.

LATIN—Beginner's Latin Book. Gradatim.

ENGLISH—Rhetoric. The Lady of the Lake.

MATHEMATICS—Algebra.

HISTORY—Greece.

SECOND TERM.

LATIN—Grammar, A and G. Cæsar.

GREEK—Beginner's Greek Book.

MATHEMATICS—Algebra.

HISTORY—Rome.

ENGLISH—Sir Launfal. Rhetoric. Warren Hastings.

MIDDLE YEAR—FIRST TERM.

LATIN—Collar's Latin Composition. Allan & Greenough's Grammar. Cæsar. Reading at sight.

GREEK—Goodwin's Grammar. Anabasis. Greek Composition.

ENGLISH—Classic Myths. Rhetoric. Silas Marner.

MATHEMATICS—Geometry, books 1 and 2.

SECOND TERM.

LATIN—Latin Composition. Grammar. Reading at sight.
Cicero, Four Orations against Catiline.

GREEK—Anabasis, books 1 and 2. Collar's Greek Composition.

ENGLISH—Julius Cæsar. Merchant of Venice.

MATHEMATICS—Finish Plane Geometry.

SENIOR YEAR—FIRST TERM.

LATIN—Virgil, books 1 and 2. Cicero, Archias, Manilian Law.

Reading at sight. Latin Composition.

GREEK—Anabasis, books 3 and 4. Composition. Reading at sight.

MATHEMATICS—Algebra. Geometry (reviewed).

CIVIL GOVERNMENT—

PHYSICS—

SECOND TERM.

LATIN—Virgil, books 3-6. Sight reading.

GREEK—Homer's Iliad, 1 and 2. Greek Prosody. Composition and Sight-reading.

ENGLISH—

MATHEMATICS—Algebra. Trigonometry. Solid Geometry.

CIVIL GOVERNMENT—

PHYSICS—

(GROUP II.)

Literary Course.

JUNIOR YEAR—FIRST TERM.

LATIN—Beginner's Latin Book. Gradatim.

ENGLISH—Rhetoric. The Lady of the Lake.

MATHEMATICS—Algebra.

HISTORY—Greece.

FRENCH—(Optional)—Edgren's Grammar.

GERMAN—(Optional)—Collar's Eysenbach.

SECOND TERM.

LATIN—Grammar. Cæsar.

ENGLISH—Sir Roger de Coverley. Sir Launfal. Rhetoric. Warren Hastings.

MATHEMATICS—Algebra.

HISTORY—ROME.

GERMAN—(Optional)—Studien and Plaudereien. Eysenbach.

FRENCH—(Optional)—Edgren's Grammar.

MIDDLE YEAR—FIRST TERM.

LATIN—Collar's Latin Composition. Allen & Greenough's Grammar. Sight Reading. Cæsar.

ENGLISH—Classic Myths. Silas Marner. Rhetoric.

MATHEMATICS—Geometry (two books).

HISTORY—Mediæval and Modern.

GERMAN—(Optional)—Whitney's Grammar. Brandt's German Reader.

FRENCH—(Optional)—Edgren's Grammar. La Belle Nivernaise.

SECOND TERM.

LATIN—Latin Composition. Cicero. Four Orations. Sight Reading.

ENGLISH—Julius Cæsar. Merchant of Venice.

HISTORY—Mediæval and Modern.

MATHEMATICS—Plane Geometry, finished.

GERMAN—(Optional)—Whitney's Grammar. Brandt's German Reader. Conversational exercises daily.

FRENCH—(Optional)—Picciola. Un Philosophe sous les Toits.

SENIOR YEAR—FIRST TERM.

LATIN—Cicero. Archias, and Manilian Law. Virgil, books, 1, and 2. Sight-reading and Composition.

ENGLISH—Orations and Arguments.

MATHEMATICS—Plane Geometry (reviewed). Algebra. Arithmetic (reviewed).

SCIENCE—Physics.

GERMAN—(Optional)—Whitney's Grammar. Brandt's Reader. The Germania.

FRENCH—(Optional)—Hennequin's Idioms. Les Roi des Montagnes.

CIVIL GOVERNMENT—

SECOND TERM.

LATIN—Virgil, books 3-6. Sight-reading. Composition.

ENGLISH—Paradise Lost, books 1 and 2. From Milton to Tennyson.

MATHEMATICS—Algebra. Trigonometry. Solid Geometry.

SCIENCE—Physics.

GERMAN—(Optional)—Whitney's Grammar. The Germania.
Sight translations of prose daily.

FRENCH—(Optional)—Select scenes from the following: Le Cid, Athalie, Le Misanthrope, Le Bourgeois Gentilhomme.

CIVIL GOVERNMENT—

(GROUP III.)

Scientific Course.

JUNIOR YEAR—FIRST TERM.

ENGLISH—Rhetoric. The Lady of the Lake.

MATHEMATICS—Algebra.

HISTORY—Greece.

SCIENCE—Physical Geography.

GERMAN—(Optional)—Collar's Eysenbach.

FRENCH—(Optional)—Edgren's Grammar.

SECOND TERM.

ENGLISH—Rhetoric. Sir Roger De Coverley. Sir Launfal.
Warren Hastings.

MATHEMATICS—Algebra.

HISTORY—Rome.

SCIENCE—Astronomy.

GERMAN—(Optional)—Studien and Plaudereien. Collar's Eysenbach.

FRENCH—(Optional)—Edgren's Grammar.

MIDDLE YEAR—FIRST TERM.

MATHEMATICS—Geometry (two books).

ENGLISH—Classic Myths. Rhetoric—Silas Marner.

HISTORY—Mediæval and Modern.

SCIENCE—Chemistry.

GERMAN—(Optional)—Whitney's Grammar. Brandt's Reader.

FRENCH—(Optional)—Edgren's Grammar. *La Belle Nivernaise*.

SECOND TERM.

ENGLISH—Julius Cæsar. Merchant of Venice.

HISTORY—Mediæval and Modern.

SCIENCE—Chemistry.

MATHEMATICS—Plane Geometry, finished.

GERMAN—(Optional)—Whitney's Grammar. Brandt's Reader.
Conversational exercises daily.

FRENCH—(Optional)—Edgren's Grammar. Picciola. *Un Philosophe sous les Toits*.

SENIOR YEAR—FIRST TERM.

ENGLISH—Orations and Arguments.

MATHEMATICS—Algebra. Plane Geometry (reviewed). Arithmetic (reviewed).

SCIENCE—Physics.

GERMAN—(Optional)—Whitney's Grammar. Brandt's Reader.
The Germania.

FRENCH—(Optional)—Hennequin's Idioms. *Le Rois des Montagnes*.

CIVIL GOVERNMENT—

SECOND TERM.

ENGLISH—Paradise Lost, books 1 and 2. From Milton to Tennyson.

MATHEMATICS—Algebra. Trigonometry. Solid Geometry.

SCIENCE—Physics.

GERMAN—(Optional)—Whitney's Grammar. Daily translations from prose at sight. The Germania.

FRENCH—(Optional)—Select scenes from the following: *Le Cid*, *Athalie*, *Le Misanthrope*, *Le Bourgeoise Gentilhomme*.

CIVIL GOVERNMENT—

Limited Course.

Not less than three studies daily, selected from either group.

Text Books Used in the High School.

LATIN.

Collar & Daniel's Beginner's Latin Book.

Collar's New Practical Latin Composition.

Allen & Greenough's Grammar.

A. & G. Cæsar.

A. & G. Cicero.

A. & G. Virgil.

For Sight-reading—

Heatley & Kingdon's Gradatim.

Cicero's Stories from Ancient History.

Livy's Legends of Ancient Rome; Nepos and Ovid Desk books.

Jones' Composition.

GREEK.

White's Beginner's Book.

Collar's Greek Composition.

Goodwin's Greek Grammar.

Anabasis.

Seymour's Homer's Iliad.

Jones' Composition.

English Text Books.

Genung's Rhetoric, Ginn & Co.

Orations and Arguments (Bradley) Allyn & Bacon.

From Milton to Tennyson (Syle), Allyn & Bacon.

Merchant of Venice, Rolfe's edition.
Julius Cæsar, Rolfe's edition.
Paradise Lost. Books 1--2 (Albert S. Cook) Leach, Shewell
and Sanborn.
Classic Myths (Gayley).
The Alhambra. Seaside Library.
Lady of the Lake. Rolfe's edition.
Sir Roger de Coverley. American Book Co.
Silas Marner (Herrick) Longmans, Green & Co.
Macaulay's Essay on Warren Hastings, (Thurber) Allyn
& Bacon.

Mathematics.

Smith's Elementary Algebra (complete edition) revised by
Prof. Stringham.
Edward's Plane and Solid Geometry.
Wheeler's Plane Trigonometry. Wentworth's High School
Arithmetic.

Science.

Young's Elements of Astronomy.
Eclectic Physical Geography.
Gage's Physics.
Remsen's Chemistry.
Laboratory manuals in Physics and Chemistry as ordered.

Synopsis of English Work.

JUNIOR YEAR—FIRST TERM.

Rhetoric.
Lady of the Lake.

JUNIOR YEAR—SECOND TERM.

Sir Roger de Coverley.
Rhetoric—Vision of Sir Launfal.
Warren Hastings (Macaulay).

MIDDLE YEAR—FIRST TERM.

Classic Myths.
Silas Marner

MIDDLE YEAR—SECOND TERM.

Julius Caesar.
Merchant of Venice.

SENIOR YEAR—FIRST TERM.

Orations and Arguments.

SENIOR YEAR—SECOND TERM.

Paradise Lost, books 1 and 2.
From Milton to Tennyson.

Synopsis of the Latin Course.

JUNIOR CLASS—FIRST TERM.

Form and syntax, Collar & Daniel's Beginner's Latin Book is used as a Grammar and reference book. Heatley & Kingdon's Gradatim (revised by Collar) is made the basis of work and practice. The method pursued, is, in general, as follows: (1.) Translation, parsing and analysis of the stories in the Gradatim, with an inductive treatment of the syntax. (2.) Memorizing of the same for partial use in oral translation in English and Latin. Endeavor is made to have the eye and ear equally familiar with the sound and appearance of the Latin words; also to treat the language as a *living* one, as far as

possible, by considering forms subsidiary to idea. A compromise is effected between the purely formal development of the Grammar and the so-called inductive treatment.

SECOND TERM.

The method outlined above is continued. Formal written composition with attention to style. Caesar.

MIDDLE YEAR—FIRST TERM.

Latin Composition. Cæsar. Sight Reading.

SECOND TERM.

Cicero. The Four Orations against Catiline. Latin Composition. Sight reading of easy prose.

SENIOR TERM.

Cicero.—Archias and Manilian Law. Virgil's *Æneid*, books 1-6. Comments on the literary and historical features of the poem; frequent summaries of the narrative in Latin; Latin prosody; formal written exercises, based on Latin prose, once a week; oral practice, based on the same, requiring a tolerable facility in forms, syntax and vocabulary. Sight reading of Latin prose and poetry.

The introduction of Latin in the Ninth grade will cause a modification of this course after the present year.

Synopsis of Greek Course.

JUNIOR YEAR—SECOND TERM.

White's Beginner's Greek Book through Lesson LXXXVI I The method of instruction follows, in general, the plan of the book, combining acquaintance with forms, the simpler principles of syntax, translation of connected Greek and English, based on the *Anabasis*.

MIDDLE YEAR—FIRST AND SECOND TERMS.

White's Beginner's Greek Book to Lesson C. Especial attention is paid to the Greek verb, the principle of tense, stem formation, comparison of the verbs of the different conjugations. The Anabasis, as given in the Beginner's Book, with alternate lessons on syntax, to the completion of the book. Completion of books I and II, Anabasis. Greek Composition, oral and written, with Collar & Daniel's Beginner's Greek Composition as text book.

SENIOR YEAR—FIRST TERM.

Anabasis, books III and IV, or Goodwin's Greek Reader, pages 61-111.

Greek Composition.

Oral dictation of connected Greek prose for the purpose of securing an "eye and ear acquaintance" with the language.

Sight reading of easy prose.

SECOND TERM.

Homer's Iliad, books I and II (Seymour's edition). Comments on the historical and literary features of the poem. Study of Homeric forms and syntax, and comparison with Attic Greek. Greek Composition and Prosody.

French.

The French course, preparatory to the State University's French Literary course, includes three years' work, with five recitations a week. This gives ample time and practice for the pupils to acquire a competent knowledge of the essentials of the Grammar and of the principal idioms of the language, and to enable them to read any ordinary prose or verse at sight and understand it when read.

As far as practicable, without interfering with the foregoing program, the teacher will train the classes in acquiring a *conversational* knowledge by means of colloquial exercises and

an occasional composition in French, carefully prepared orally before it is written. The list of books will be used as given in the course of study, with possible modifications as to the selection of novels.

German.

The course in German provides for three years' work, with five recitations a week. The aim will be to enable the pupils to gain an accurate knowledge of the Grammar, and to translate at sight any ordinary prose or poetry. The general plan of the work is essentially the same as outlined for the French. Conversational exercises and daily practice in writing German will be required.

Physics.

The course in Physics is designed to impart a sound, practical knowledge of the elementary principles of the science. To this end, the work of the class is divided in a proper proportion between the usual text-book work and individual experimentation in the Laboratory. Numerous additions have been made this year to the equipment, in the way of practical working apparatus, and more will be purchased as needed, so that the facilities for doing thorough work in this important branch are much better than they have been heretofore. There are five periods each week, three for text-book work and two for laboratory work, and the course extends throughout the entire year.

The work in the Laboratory and that in the class-room are so correlated as to render mutual support, and, whenever practicable, the student is encouraged to approach generalizations through the medium of observed facts. An effort is made to inculcate a habit of careful scientific observation by having each student perform for himself the greater number of illustrative

experiments in the course, reserving for the teacher only such as are difficult of manipulation, or which from their nature require to be shown and explained as lecture experiments.

The Laboratory work is so arranged that each important principle will be illustrated by at least one qualitative experiment.

Where quantitative work will add clearness without imposing tedious detail, it, too, is made part of the course. Careful note-taking is insisted upon at all times.

Chemistry.

The course in Chemistry occupies the entire middle year, with five hours each week, two of which are in the Laboratory. In Chemistry each student must perform for himself at least one hundred experiments, and note-books of the work must be accurately kept. These experiments are intended to furnish an introduction to the general principles of chemical science and to give the student some insight into the important bearing of Chemistry upon the facts of the material world.

The course comprises the usual elementary experiments, together with the analysis of the various metal groups, and a small number of experiments in organic chemistry, designed to give some acquaintance with the more common organic substances. The laboratory is fitted with all necessary conveniences for elementary work, having recently been much improved in this respect.

The work of the course is based on Remsen's Elementary Chemistry, and the laboratory work follows the general plan of the Laboratory Manual to accompany Williams' Chemistry.

A fee of \$2 is required at the beginning of the year from all who study Chemistry. The fee is for apparatus and chemicals.

Students on entering the High School must select their course of study, and this cannot be changed at any time except at the beginning of a year, and then only on the condition that all deficiencies in the course to which the change is made shall

be made good. Students in either group of studies in the University Preparatory course who complete the work required to enter the University shall receive diplomas of graduation.

Graduates from the High School are admitted, on the recommendation of the Principal to the corresponding course in the State University without examination.

Limited Course

Upon the request of the parent or guardian, a limited course, consisting of not less than three studies daily, selected from the prescribed course, may be arranged, and on the completion of three years' work in this limited course the student shall be entitled to receive a *certificate* of the work done, but not to a *diploma* of Graduation.

Tuition Fees.

The rates of tuition for non-resident pupils is as follows payable semi-annually, in advance:

High School, per annum.....	\$40 00
Grammar School, per annum.....	20 00
Primary School, per annum.....	16 00

No non-resident pupil will be enrolled in any class unless he presents to the Principal the Town Treasurer's receipt for tuition for the term.

At a meeting of the Board of Education, held Monday evening, November 18, 1895, the following Resolution was unanimously adopted:

(FROM THE COMMITTEE ON RULES.)

RESOLVED: That non-resident pupils, whose parents or legal guardians own real estate within the corporate limits of the

town of Berkeley shall be allowed for each \$500 of assessed value of such property a rebate of 10 per cent. from the regular tuition fee for the grade to which the pupil belongs.

G. SWAIN,
GEO. A. NORTON,
E. J. WICKSON.

Meetings of the Board.

The regular meetings of the Board are held at the Town Hall on the first and third Monday of each month, at 8 p. m.

Classification of Teachers.

At a meeting of the Board of Education held July 19th, the following assignment of teachers for the year 1896-97 was made:

EAST BERKELEY SCHOOLS.

		RESIDENCE.
S. D. WATERMAN,	Principal in Charge,	2249 Fulton st.
	HIGH SCHOOL	
S. D. WATERMAN,	Principal,	2249 Fulton st.
M. C. JAMES,	Vice-Principal—Latin and Greek.	
	Haste and Milvia streets.	
ANNIE C. EDMONDS,	Mathematics	913 Bush St., S. F.
MARY B. CLAVES,	Greek, Latin and History	2420 Dwight way
FANNIE W. MCLEAN,	English	580 Twentieth St., Oakland
FLORENCE BARTLING,	English and History	
ALVA W. STAMPER,	Mathematics	Oxford and Center
D. R. WOOD,	Science	
E. B. LAMARE,	French	Ellsworth st.
MARY L. BREHM,	Drawing	Blake st.
ANNA GRASER,	German.	

KELLOGG—GRAMMAR AND PRIMARY.

ANNA E. WILSON,	9th grade	1762 Ninth ave., E. Oakland
ROSE M. DOBBINS,	9th "	Chapel st.
ELEANOR M. SMITH,	8th "	_____
SARAH T. FRENCH,	2d " 3d "	_____
L. L. SHAW.	1st " 2d "	2321 Russell st.

ROSE STREET—PRIMARY AND GRAMMAR.

C. GERMAIN POTWIN,	1st and 2d grades,	Shattuck and Channing
ANNA WOODALL,	3d " 4th "	Shattuck and Delaware
EDITH SPRAGUE,	3d Grade	Cedar near Milvia

WHITTIER SCHOOL—GRAMMAR AND PRIMARY.

JULIET H. LUMBARD,	Principal, 8th grade	2612 Scott st., S. F.
JEANETTE BARROWS,	7th grade	
NELLIE M. NORMAN,	6th grade	Cor. Shattuck and Vine.
MRS. S. C. PARTRIDGE,	5th "	Haste st.
LIDA CODINGTON,	4th "	Walnut st.
AMY C. COTREL,	1st and 2d "	3220 Clay st., S. F

LE CONTE—GRAMMAR AND PRIMARY.

ALICE F. KEEFER,	Principal, 6th Grade	830 Myrtle st., Oakland
MARY HUDDART,	7th grade	Corner Durant and Fulton
HELEN M. GOMPERTZ,	5th "	University Grounds
SARAH FOX,	4th "	2427 Dwight way
LITA J. WOODWORTH	2nd and 3d grades	San Francisco
M. EMELIE BERGEN,	1st and 2d "	Telegraph and Ashby

LORIN—GRAMMAR AND PRIMARY.

M. J. CONGDON,	Principal, 8th and 9th grades	Mark st.
ETTA ELLERHORST,	6th and 7th grades,	Blake st. near Ellsworth
OLIVE HARPER,	5th grade,	222 Shotwell st.
SUSAN M. HALL,	3rd and 4th grade,	Durant ave.
REBECCA FOX,	2nd grade,	2427 Dwight way
LYRA J. SHAW,	1st "	2321 Russell st.
DORA ELLERHORST,	1st "	Blake st.

WEST BERKELEY SCHOOLS.

RESIDENCE

J. W. WARNICK, Principal in charge, 2431 Durant avenue

SAN PABLO AVENUE—GRAMMAR AND PRIMARY.

J. W. WARNICK,	8th and 9th Grades	2431 Durant avenue
LILLIE HAMLIN,	7th Grade	1920 Haste st.
LYDIA ATTERBURY,	6th Grade	North Berkeley
EMMA S. WILKES,	5th Grade	Cor. San Pablo and Addison
DELLA LARSEN,	3d and 4th grades	University ave., near 6th

COLUMBUS—PRIMARY.

S. M. MCCLURE,	Principal, 3d Grade,	26 Franklin st. S.F.
MARY KASTENS,	4th grade	West Berkeley
MARGARET RHODES,	2nd grade	
ETTA HIGGINS,	1st " Cor. Delaware and San Pablo ave.	

SEVENTH STREET—PRIMARY.

NELLIE MALLOY,	1st grade	
M. ELLEN WILSON,	2nd "	

Substitutes.

Miss Anna E. Wilson, 9th grade, Kellogg, was granted leave of absence of three months, and Mrs. Kemble was elected substitute to serve during her absence.

Mr. Wm. Kaye was elected substitute Principal.



ANNUAL REPORT

**Rules and Regulations
and Course of Study of the
Berkeley School Department
Berkeley, California**



1900

**DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY**

Berkeley School Department

S. D. WATERMAN,
Superintendent

Office: High School Building

OFFICE { 8 to 9 a. m.
HOURS { 3 to 4 p. m.
 { SATURDAYS,
 { 8 to 10 a. m.

**T OF EDUCATION
AND JUNIOR UNIVERSITY**

ANNUAL REPORT

OF THE

Berkeley • School • Department

WITH

Rules of the Board of Education

AND

COURSE OF STUDY



JULY 1st, 1900

CALENDAR—1900-1901

1900

August 6, Monday.....Schools open
September 3, Monday.....Labor Day. Holiday
September 10, Monday.....Admission Day. Holiday
November 29 and 30, } Thanksgiving Holiday
Thursday and Friday }
December 21, Friday.....Fall Term closes

1901

January 7, Monday.....Schools re-open
February 22, Friday.....Washington's Birthday. Holiday
March 22 to April 1.....Mid-Term Vacation
May 15, Wednesday.....U. C. Commencement Day. Holiday
May 30, Thursday.....Memorial Day. Holiday
June 7, Friday.....Schools close for the year

Official Directory—1900

BOARD OF EDUCATION

E. J. WICKSON . . . PRESIDENT.

- First Ward*.....W. K. WEIR,
2163 Vine Street
- Second Ward*.....E. J. WICKSON,
2723 Bancroft Way
Tel. Dana 1511.
- Third Ward*.....J. R. LITTLE,
2223 Durant Avenue
Tel. Mason 224. Res. Tel. Dana 1421
- Fourth Ward*.....,.....DR. W. ALLEN,
2125 Ashby Avenue
Tel. Mason 611.
- Fifth Ward*.....,.....A. T. SUTHERLAND,
1620 Woolsey Street
- Sixth Ward*.....,.....ED. F. NIEHAUS,
Seventh Street and Channing Way
- Seventh Ward*.....,.....GEO. H. PHILLIPS,
San Pablo Ave. and Delaware St.
Tel. Mason 1148.
- M. L. HANSCOM, *Clerk of the Board*,
1525 Walnut Street
Tel. Mason 181. Res. Tel. Dana 1184.
- S. D. WATERMAN, *City Superintendent*,
2213 Haste Street.—Office at High School
Tel. Dana 762.
- Office Hours: 8 to 9 A. M. and 3 to 4 P. M.
Saturdays: 8 to 11 A. M.

The term of office of the Directors in the First, Third, Fifth and Seventh Wards expires in April, 1903; of the others, in April, 1901.

The regular meetings of the Board are held at the Town Hall, corner Grove and Center Streets, on the first and third Tuesdays of each month at 8 o'clock p. m.

STANDING COMMITTEES

Finance—Little, Weir and Phillips.

Supplies—Allen, Little and Niehaus.

Rules—Sutherland, Phillips and Allen.

Salaries—Weir, Wickson and Sutherland.

School Houses and Sites—Niehaus, Allen and Weir.

Course of Study—Wickson, Niehaus and Allen.

Classification—Phillips, Wickson and Little.

High School—Wickson, Little and Sutherland.

Commercial Department—Little, Weir and Allen.

SCHOOL CENSUS—APRIL, 1900

Number of children between the ages of 5 and 17 years...	3193
Number of children under 5 years of age.....	1156
Number of children between 5 and 17 years of age who attend public schools.....	2383
Number of children between 5 and 17 years of age who attend private schools.....	254
Number of children between 5 and 17 years of age who attend no school.....	556
Number of native-born children.....	4223
Number of foreign-born children.....	126
Total number of children under 17 years of age.....	4349

The following table shows by successive years the increase in the number of census children in Berkeley from 1879 to the present time:

1879.....	515	1890.....	1324
1880.....	519	1891.....	1457
1881.....	630	1892.....	1971
1882.....	613	1893.....	2186
1883.....	708	1894.....	2209
1884.....	871	1895.....	2501
1885.....	879	1896.....	2724
1886.....	884	1897.....	2822
1887.....	1001	1898.....	2830
1888.....	1026	1899.....	2955
1889.....	1162	1900.....	3193

GENERAL STATISTICS

Number of days taught.....	193
Whole number of boys enrolled in Grammar and Primary	1188
Whole number of girls enrolled in Grammar and Primary	1089
Total number enrolled.....	2277
Average number belonging.....	2083
Average daily attendance... ..	1998
Percentage of attendance on average number belonging...	96
Number of pupils in High School.....	290
Number of pupils in Grammar Grades.....	788
Number of pupils in Primary Grades.....	1489
Number of visits by members of the Board of Education	84
Number of visits by Superintendent.....	810
Number of visits by others.....	3562
Total number of visits.....	4456

Secretary's Report

BERKELEY, CAL., July 15th, 1900.

To the Hon. Board of Education of the Town of Berkeley:

GENTLEMEN,—I hereby present my report of receipts and expenditures for the fiscal year ending June 30th, 1900.

Yours Respectfully,

M. L. HANSCOM,

Sec. Board of Education.

TOWN FUND

RECEIPTS

Taxes.....	\$11,620 39	
Rebate on Insurance.....	8 60	
Tuition (Oakland).....	409 35	
		<u>\$12,038 34</u>

DISBURSEMENTS

Overdraft, July 1st, 1899.....	\$	191 71
Janitor's Supplies.	\$	210 20
Printing.....		320 75
Rent.....		260 00
Insurance.....		198 75
Telephone		287 80
New Furniture.....	1,073 03	
Repairs to Furniture.....	9 50	
School Supplies.....	946 82	
School Census.....	254 00	
Graduating Expenses.	17 00	
Street Assessments.....	120 52	
Advertising.....	31 60	
Miscellaneous.....	214 07	
Page Street School.....	1,761 70	

SECRETARY'S REPORT

7

Disbursements continued—

Clerk's Salary.....	420 00		
Fuel.....	903 30		
Repairs to Buildings.....	1,220 10		
Teachers' Salaries.....	85 75		
Superintendent's Salary	2,200 00		
Water	432 43	10 967 32	11,159 03
Balance, July 1st, 1900.....			\$ 879 31

STATE SCHOOL FUND

RECEIPTS

State Apportionments.....	\$ 30,832 23
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DISBURSED

Teachers' Salaries.....	\$ 28,563 30	
Amount Overdrawn July 1st, 1899.	2,264 82	30,828 12
July 1st, 1900, Balance on Hand.....		\$ 4 11

COUNTY SCHOOL FUND

July 1st, 1899, Balance on Hand.....	\$ 273 59
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RECEIPTS

County Apportionment.	20,580 00
	\$ 20,853 59

DISBURSED

Janitors' Salaries.....	\$ 5,206 00	
Teachers' Salaries.....	14,834 15	20,040 15
July 1st, 1900, Balance on Hand.....		\$ 813 44

HIGH SCHOOL FUND

RECEIPTS

Taxes	\$ 14,404 03	
Rebate on Apparatus.....	1 15	
Laboratory Fees and Fines.....	122 72	
Tuition.....	310 00	\$ 14,837 90

SECRETARY'S REPORT

DISBURSEMENTS

Teachers' Salaries.....	\$ 12,205 00	
Janitor's Salary.....	900 00	
Miscellaneous.....	61 15	
Laboratory Apparatus and Supplies.....	367 04	
Graduating Expenses.....	115 50	13,648 69
		<u>\$ 1,189 21</u>

LIBRARY FUND

July 1st, 1899, Balance on Hand.....	\$ 26 93
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RECEIVED

County Apportionment.....	148 50
	<u>\$ 175 43</u>

DISBURSED

Library Books.....	149 95
July 1st, 1900, Balance on Hand.....	<u>\$ 25 48</u>

SPECIAL FUND

July 1st, 1899, Balance on Hand.....	\$ 22 58
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RECEIPTS

County Apportionment.....	61 43
July 1st, 1900, Balance on Hand.....	<u>\$ 84 01</u>

Report of Superintendent

BERKELEY, CAL., June 19th, 1900.

To the Hon. Board of Education of the Town of Berkeley:

GENTLEMEN,—The school year about to close has been a year of successful effort on the part of all directly concerned. I know of no other year since my connection with the Department in which there has been such earnest work by both teachers and pupils and such a hearty co-operation of the patrons of the schools with the school management in endeavoring to bring about the best results.

The following statistical report is submitted to comply with the State law, and can be made the basis of comparison with those of previous years, and may serve as a guide in forming an estimate for the year about to begin:

Whole number of days' attendance.....	385604
Whole number of days' absence.....	16978
Whole number of cases of tardiness.....	2220
Average number belonging.....	2083
Average daily attendance.....	1998
Whole number of boys enrolled.....	1188
Whole number of girls enrolled.....	1089
Total number enrolled in Primary and Grammar Grades	2277
Enrollment in High School.....	290
Total Enrollment.....	2567

The average daily attendance last year in the Primary and Grammar Grades was 1704; this year it is 1998—a gain of 294. We may expect a larger increase than this during the coming

year. The prominence given to the University of California by the new administration, and by the assurance of the erection of new University buildings, is already bringing many people to Berkeley, while the success of the bonding proposition and the certainty of increased facilities for the High School and for the grades will induce many families to become residents of our town.

The increase in the number of census children between the ages of 5 and 17 years is 238. If the basis of apportionment of school money remains the same, the increase in the number of census children and in average daily attendance will bring quite an increase from the State and County funds.

Before making any recommendations as to the present and prospective needs of the Department, a short statement of the work attempted and accomplished during the present year is in order. Some necessary changes in the Course of Study were made at the beginning of the year. These changes caused additional work resulting from the readjustment of the classes to the new course. The effort has been made, and in most cases successfully, to lay a good foundation for future work by giving especial prominence to the subjects of Reading and Language and Arithmetic. The "three R's" have again been brought to the front. In the Primary Grades there has been constant drill in the four fundamental operations in Arithmetic, and now most of the pupils in the Fourth Grade can add, subtract, multiply and divide accurately and rapidly. The effects of this drill will be seen in the next year's work.

The Public Library is becoming an important factor. We have made good use of it during the past year. The Library Board have worked with the Superintendent, and many reference books in History and Geography have been added to the Library. Catalogues of books suited for pupils of each grade, from the Fourth on through the Ninth, have been made and placed in each school-room. Teachers are directing the miscellaneous reading of their pupils, and are thus accomplishing much good. A "Culture" Course in reading has been

recommended for all pupils from the Primary Grades up. This course includes the best writings of some of the authors with whom a fairly-educated person should have acquaintance.

Very excellent work has been done in *Nature Study* or *Elementary Science*, but there is constant danger of taking too much time for this at the expense of more important work. I have recommended that the study of *Plant Life* occupy the attention of teachers and pupils in the four lower grades during the coming year; also, that the time limit of thirty minutes a week in the Primary Grades and sixty minutes a week in the Grammar Grades be rigidly adhered to.

It has been found necessary to go back to the *Spelling Book*. Since its banishment, a few years ago, the spelling of our pupils has been continually growing worse. There has been too little of oral work and too much hurried written work, injurious alike to Penmanship and Spelling.

Some advance has been made in Music. We were favored during a few weeks in the first term with some lessons from Miss Jenkins, and many of the teachers who have followed the suggestions given have succeeded admirably in giving the work outlined. This serves to show what might be accomplished for the entire Department by intelligent supervision.

The most important advance for the year has been the establishing of the Commercial Department as a distinct and separate institution. Previous attempts to incorporate a Commercial Course with the Grammar Schools or the High School have resulted, as such attempts usually result, in failure. The methods of management and instruction in a Commercial School are essentially different from those employed in the grades.

Mr. Atherton's report is submitted with this report and made a part of it.

The work accomplished in one year speaks for itself. It has been thorough and strictly first-class. This movement must commend itself to all. It is of greater significance than at first

•

appears. The demand for "something practical" has been partly met. "For the first time in the history of our schools" we have given, to those who desired accurate training in business methods, an opportunity to secure this as a part of their Public School education.

The next step in the line of advance should be the arranging for a Manual Training Department as soon as there are rooms available for it. Most of the other important towns in California have such a department in full running order. Alameda has just ordered rooms in four of the large Grammar School buildings fitted for this work at a cost of about \$3000. The proper solution of the many problems of a social and economic character that are daily arising must depend largely upon the attitude of the Public School management toward the absolutely *practical* side of education. In some way, I know not how, the interests of capital and labor which in theory are identical must become so in reality. The leader who is to marshal the educational forces of the country in the interests of the masses and to lead them to victory has not yet appeared; but when the conditions are fully ready for an advance the leader will not be wanting.

A Department of Manual Training properly conducted, including Mechanical Drawing, Woodwork, and instruction and practice in the use of tools, will have a tendency to enoble manual labor and may often save to the community a skillful artisan whose powers, without this training, would have remained undiscovered. If the dignity of labor can be upheld by manual training, if it teaches one to act and think for himself, if it does for those under its influence all that is claimed for it, there should not be a moment's delay in inaugurating plans for adding it to our Curriculum.

Vocal Music should be taught thoroughly and uniformly throughout the department, under the supervision of an expert, if the best results are expected.

Correct instruction of Vocal Music does for the pupil, especially in the Primary Grades, what nothing else will do so

quickly or so thoroughly. It trains the eye, ear and voice; it is an excellent disciplinary agent; it secures an erect carriage of the body and the proper use of the lungs and the throat; it develops all the finer qualities of mind and heart; it tends towards the making of better men and women; its refining and elevating influence is felt in every room and in every grade. The branches of instruction requiring especial supervision are Drawing, Music and Manual Training.

I recommend that a Manual Training Department be established as soon as practicable, and that a supervisor of Music be employed whose duty it shall be to establish the best methods of instruction in all the grades. In the selection of supervisors of Drawing, Music, or any special branch, the choice should fall upon the very best candidate available, else there is a possibility of failure.

During the year the Teachers' Art Club has expended about \$400 in purchasing pictures and other works of art for the adornment of the school-rooms. It is felt that since the children spend so much of their time in the school-room, these rooms should be made as attractive as possible. It is expected that this work will be continued during the coming year and that the public may be enlisted fully in helping to make the school environment of the pupils all that it should be.

The plan for semi-annual promotions in communities so sparsely settled as ours has some disadvantages, but with the erection of the contemplated buildings the system can have a fairer test than has been possible thus far.

In all of the grades, from the Fourth to the Eighth inclusive, unless there are enough pupils to assign only one section of a grade to a teacher, thorough work is almost impossible and is obtained only by a great waste of the teacher's energy and nerve force.

I urge that arrangements be made for the organization of the classes at the beginning of the year as they will be continued during the year, either by renting rooms for a few weeks or by

fitting up temporarily the basement in the Dwight Way and the Whittier School buildings. By the erection of four additional rooms on the Dwight Way lot the plan of giving to each teacher one section of a grade can be carried into effect and the wisdom of the semi-annual scheme can be fairly tested.

The Ungraded Class deserves mention. The work of this class is important and has been well done during the two years of its existence. With the change in the grading referred to above the work done in the Ungraded Class can be made still more efficient. The class should not be made the "dumping ground" for weaklings and incompetents, neither should it be used for the purpose of allowing bright pupils to "skip" a grade, but solely for strengthening the work of those pupils who are weak in some department and for helping them bring all their work to a uniform standard.

The relations existing between the Schools and the University have been cordial and mutually helpful. In the Dwight Way, the Lorin and the Le Conte Schools we have had the assistance of student teachers from the Senior Class in Pedagogy in the University under the supervision of the Pedagogical Department. This has been especially helpful in cases where the classes were large and composed of two sections. While the School Department has profited by this work, it has afforded the students an opportunity to practice under the supervision of the University Faculty. If the plan used during the past year can be modified in some particulars it may prove to be of still greater benefit. Student teachers have been given an opportunity to teach in the manner outlined above in some of the departments in the High School as well as in the Primary and Grammar Grades.

High School Enrollment.....	290
Average Daily Attendance.....	255
Number of Graduates (1900).....	74
Number of Limited Students (1900).....	11

A large number of the graduates will enter the University.

The School is accredited in every branch and sub-division of a branch in which instruction is given.

For details regarding the High School I refer you to the accompanying report of Mr. M. C. James, the efficient principal.

In conclusion, I wish to express my thanks to the teachers of the Department who, with few exceptions, have given earnest co-operation and support in every movement intended to advance the educational interests of Berkeley. I also desire to express to you, gentlemen of the Board of Education, my deep appreciation of your cordial approval and endorsement. With enlarged facilities for carrying on our work, with a strict adherence to thorough grading and instruction, we may reasonably hope to close the next year under still more favorable conditions.

Respectfully submitted,

S. D. WATERMAN,
Superintendent of Schools.

To the Hon. Board of Education of the Town of Berkeley:

GENTLEMEN,—Begun as an experiment, and one of a somewhat daring nature, the Berkeley Commercial College, a department of the Public Schools, has come to be regarded as a successful demonstration of the working of an educational principle, the importance of which cannot be over-estimated.

Not elsewhere, in the Western United States at least, is there a modern Commercial College, fully equipped, and operating as a distinct and separate feature of the Public School system. Attempts have been made here and there to do commercial work in special classes of the High Schools, but these have resulted only in bringing more or less discredit upon the system of business education by reason of the fact that they were but a slight improvement on the old system of teaching book-keeping, and that alone. Nobody took them seriously because they were not made by serious specialists.

The problem, therefore, confronting the Superintendent and the Board of Education at the beginning of the school year 1899-1900, was: "Can business education be given in the Public Schools, or must people go to private institutions and pay high prices for it?" To the consideration of that problem these gentlemen brought a full knowledge of pedagogic principles and experience, placing them fully in touch with the life-needs of young people. If this great thing could be done, it seemed most fitting for it to be done here in Berkeley—the educational center of California. They decided that it was advisable to try, and their courage has been rewarded—the system has sustained itself even beyond their hopes.

The Berkeley Commercial College is in its infancy, of course. There were all sorts of specific difficulties to overcome at the start, yet even this first year shows an admirable out-put. The average daily attendance has been forty-six for the year. Of these twenty-nine day-students and five night-students have been graduated—a rather remarkable showing when the severe standard of all-round excellence set up is considered.

Sixteen hundred and fifty dollars will cover the entire cost of this department for the year. It was possible to get along with so little only because of concessions made for the purpose of getting started. The department is fitted for the accommodation of sixty pupils.

We expect within a reasonable time to be in shape not only to compete with all private business colleges but positively to excel them in all ways. It should be remembered that we are not limited to local patronage. The department may become self-supporting, or even a source of revenue.

Respectfully submitted,

A. W. ATHERTON.

Report of the Principal of the High School

BERKELEY, CAL., June 14th, 1900.

To the Hon. Board of Education of the Town of Berkeley:

GENTLEMEN,—I beg to submit the following statement concerning the High School :

The total enrollment is 290. Boys 115, girls 175. Average daily attendance, 255.

On June 7th a class of 84 was graduated from the School. These were apportioned in the different courses as follows :

Classical	19
Literary	30
Scientific	24
Limited	11
	<hr/>
	84

Promotions have been made as follows :

From Middle Class to Senior	75
From Junior Class to Middle	85

The Senior Class will have a considerable number from other parts of the State.

The Junior Class will probably be 100 or more.

The following is a detailed account of the several departments:

SPANISH. This subject has not been popular on account of the preparatory nature of our school. Pupils choose what will admit them to some definite course in the University.

At present there are but three pupils in the Spanish course. As these have studied the language for two years, under a competent instructor, they should now be able to make practical use of their knowledge.

As we have German and French to be substituted for the classical languages, I recommend that the subject of Spanish be removed from the High School course until there is a greater demand for it.

DRAWING. The importance of this subject and the needs of pupils who expect to devote themselves to the applied sciences require more time than has been allowed.

At present we devote two hours each week to Drawing. It will be necessary hereafter to spend three hours each week in this work.

The increasing number of pupils who take Drawing will soon take up half the time of the teacher. At this rate there will soon be need of a special teacher for the High School.

The departments of English, German, French, Mathematics and History are flourishing and require no special report.

By a new arrangement of the Schedule the instructor in Spanish, English and Latin will devote her attention entirely to Latin provided Spanish is removed from the Curriculum. By this means the Principal will be less closely confined to class-room work and may devote more time to the general inspection of the school-work.

There has been harmony among the teachers and pupils of the High School during the past year, and altogether the work has been satisfactory.

The University of California has accredited the School in all the subjects in which we asked to be admitted. Pupils have been graded and all things prepared for the work of next year.

Respectfully,

M. C. JAMES.

High School Graduates

CLASS OF 1899

CLASSICAL—

Winifred Bigley
Gertrude Burgess
Carrie Christensen
Myra Freidenrich
Sadizi Fudita
Helen Grover
Ted Guard
Beverley Hathaway
Cora Lasell
Romilda Paroni
Catherine Peake
Wallace Scotchler
Ida Wickson

LITERARY—

Nora Beatty
Wm. H. Girvin
Howard Hendricks
James Hamilton
Thos. R. Hanna
Alice Jones
Pearl Judson
Georgina Koenig
Arthur P. Lathrop
Arthur C. Lowell
Annie E. McCleave
Olga Meyer
Josephine Minto

Alice Mercier
Elsie Sullivan
Leslie Trowbridge

SCIENTIFIC—

H. R. Atkinson
Emily Boorman
Wallace Bransford
Allen Caven
Harold Clondman
William S. Fox
Carl P. Jones
Elsie Kirk
Leonard Kitts
Mabel Kyle
Evelyn Kennedy
Richard McCarthy
Robert Munro
Howard Merrill
Janet Rankin
Marcia Taylor
Pearl Wagner
W. A. Edouard Wood
Emma Warren
Joe Wrenn

LIMITED—

Janet Mason
Millie L. Mendes

CLASS OF 1900

CLASSICAL—

Leila Abbott
Lerda Arbulich
Wayman Atterbury
Estelle Brown
Myra Darke
Leslie Dobbins
Ava Earle
Mary Farrell
Eva Gray
Zach Hartley
Raymond Jones
Alice Meyer
Amy Mott
Florence Senger
Cecilia Skinner
Dahlia Spencer
Charlotte Whitney
Mamie Wilson
Marie Wilson

LITERARY—

Genevra Bell
Alfreda Berg
Joe Bingaman
Aline Blackmon
Dora Bramlett
Launee Crozier
Alice Gompertz
Seymour Hall
Joe Hartley
Adelaide Hazlett
Raymond Henderson
Stella Hoag
Harry Hofman
Hilma Jones
James Lester
Constance Manning
Edward Martin
Minnie McAvoy

Nettie McKay
Annie Milledge
Lucinda Morse
Jennie Peterson
Sara Peete
Ella Rea
Myrtle Ristenpart
Winifred Schaeffer
Lulu Stutt
Vida Vervalin
Millicent Ward
Ernest Wells
Olie White
Walter Whitlock

SCIENTIFIC—

Edward Abbott
Maud Barnett
Helen Bennett
Menno Bowman
Mabel Cole
Sam Eastman
George Elliott
James Fozard
Sylvan Haas
Frank Howell
Carrie Johnson
Ida Juillerat
Emil Kruschke
Matie Leonard
Ralph Lyon
Olivia McCabe
Bessie Pack
Garfield Perier
Sei W. Sanada
Edna Sawyer
Frank Skinner
Geo. Spencer
Fred Weber

HIGH SCHOOL GRADUATES

21

LIMITED—

Greta Augustine
Finley Eastman
Grace Johnson
Mary Kennedy
Grace McKeown

Virginia Pierce
Ethel Ratcliff
Florence Reeve
Pearl Spencer
Ivy Stoddard
Katherine Storie

RULES AND REGULATIONS

OF THE

Board of Education

Section 1. *Regular Meetings.*—The regular meetings of the Board shall be held at the Town Hall on the first and third Tuesdays of each month at 8 o'clock p. m. When the regular meeting of the Board falls on a legal holiday, the meeting shall be held on the evening of the day following.

Section 2. *Filing of Bills.*—Bills against the Board must be filed with the Clerk not later than 5 p. m. of the Friday preceding each regular meeting.

Section 3. *Classification of Schools.*—The Public Schools of the Town of Berkeley shall be classed as Primary, Grammar and High. The First, Second, Third, Fourth and Fifth years shall be known as Primary; the Sixth, Seventh, Eighth and Ninth years, as Grammar; and the Junior, Middle and Senior years, as High School.

Section 4. *School Year.*—The School Year shall begin on the first day of July and end on the last day of the following June. For purposes of instruction, the School Year shall be divided into two terms, as follows: The first term shall begin on the first Monday of August and continue twenty weeks; the second term shall begin on the Monday following the first day of January and continue twenty-two weeks, with a mid-term vacation of one week.

Section 5. *Holidays.*—The first Monday of September, the 9th of September, the 22nd of February, Commencement Day

at the University of California, the 30th of May, the week of Teachers' Institute, Thanksgiving Day and the day following and such other days as may be designated by action of the Board shall be holidays.

Section 6. *Daily Sessions.*—The daily sessions of the various schools shall be as follows: From First to Eighth years inclusive, from 9 to 12 a. m., with a recess from 10:30 to 10:45. First and Second years, from 1 to 2 p. m.; Third and Fourth years, from 1 to 2:30 p. m.; Fifth, Sixth, Seventh and Eighth years, from 1 to 3 p. m.; Ninth year and High School, from 9 to 11:45 a. m., and from 1 to 3 p. m.

SUPERINTENDENT AND HIS DUTIES.

Section 7. *Office Hours.*—The Superintendent shall be the executive officer of the Board of Education. His office hours shall be from 8 to 9 a. m. on each school day, and on Saturdays from 8 to 10 a. m.

Section 8. *Teachers' Meetings.*—The Superintendent shall hold teachers' meetings regularly on the last Friday of each school month, at 4 p. m., for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of the methods of teaching and systems of school government, and to secure uniformity in grade-work and in discipline of the schools. The monthly reports of enrollment and attendance will be received from the Principals at this meeting. Special meetings of all of the teachers, or of the teachers of any grade or grades, may be called whenever deemed necessary.

Section 9. *General Supervision.*—The Superintendent shall make, subject to the approval of the Board of Education, such rules and regulations for the general conduct of the schools as in his judgment seem best; shall see that the school registers are properly kept; and shall require of all the teachers stated reports upon attendance, deportment, scholarship, etc.

Section 10. *Committees.*—The Superintendent shall render such aid and communicate such information to the various committees as they may require.

Section 11. *Forms and Blanks.*—The Superintendent shall prepare the forms for all blanks, cards, circulars, record books, etc., used in the Department.

Section 12. *School Property.*—The Superintendent shall have supervision of all the property of the School Department; shall inspect buildings, furniture, apparatus, etc., and shall report to the Board of Education any needed repairs or improvements.

Section 13. *Board Meetings.*—The Superintendent shall attend all meetings of the Board of Education, and each month shall present a written report of the attendance and of such other matters as the Board of Education may require to inform themselves of the condition of the schools.

Section 14. *Appointment of Substitutes.*—From the list furnished by the Board the Superintendent shall assign substitutes for a period of one day or more, and report such assignment at the next regular meeting of the Board.

Section 15. *Annual Report.*—The Superintendent shall prepare an annual report, including statistics, a review of the work of the year, and such facts as are of general interest to the community, together with suggestions for promoting the efficiency of the Department.

Section 16. *Supplies.*—All requisitions for supplies from the Principals of the various schools shall be made to the Superintendent. The Superintendent shall issue a requisition upon the dealer, and this requisition must be signed by one member of the Committee on Supplies and must be attached to the bill rendered to the Board.

DUTIES OF PRINCIPALS.

Section 17. *General Duties.*—Principals shall be at the school building at least thirty minutes before the hour for

opening schools in the morning and shall provide for the general care of their respective buildings during the noon hour. They shall see that their rooms are in proper condition for the reception of pupils; that teachers are punctual in attendance and faithful in the performance of duties, and report to the Superintendent any absence or delinquency on the part of any teacher or janitor. Principals shall be held responsible for the general discipline of their schools.

Section 18. *Fire Drill*.—Principals shall see that a fire drill is given at least once each month.

Section 19. *School Property*.—Principals shall see that all damage done to school property by any of the pupils is repaired at the expense of the one responsible therefor, or that a suitable fine is paid.

Section 20. *Suspensions*.—Principals may suspend a pupil for a day, or until such time as the Superintendent can act upon it. The Principals shall immediately report any suspension to the Superintendent and shall send a report to the parent or guardian, stating in writing the reason therefor. The Superintendent shall take action in the matter, and report the same to the Board for final action.

Section 21. *Raising the Flag*.—Principals shall see that the American flag is raised over their respective buildings every day during which school is in session, except when rain or heavy wind renders it inadvisable, and upon such other days as the Superintendent or the Board of Education may designate.

DUTIES OF TEACHERS.

Section 22. *General Duties*.—Teachers are required to be present at their respective school-rooms at least fifteen minutes before the hour prescribed for commencing school and to observe punctually the hours for opening and closing school.

Section 23. *Detention of Pupils*.—No pupil shall be detained in school during the intermission at noon, and a pupil detained at recess shall be permitted to leave the room immediately there-

after. All pupils, except those detained for punishment, shall be required to pass out of the school-rooms at recess, unless it would occasion an exposure of health.

Section 24. *Excuses.*—Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal, before the close of school.

Section 25. *General Supervision over Pupils.*—Pupils shall be under the general supervision of the teachers in going to and coming from home. Pupils are expected to go directly home upon leaving the school grounds, and the teachers are directed to enforce this provision by proper penalties.

Section 26.—Teachers are required to be punctual in their attendance upon all Teachers' Meetings, whether general or of the grade, and to take any part in such meetings that may be assigned them.

Section 27. *Reading Rules to Pupils.*—It shall be the duty of the teachers to read to the pupils from time to time so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

Section 28.—Teachers shall neither advise nor request pupils to purchase any books or supplies except those authorized by the Board.

RULES FOR PUPILS.

Section 29. *Attendance.*—Every pupil is required to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane and vulgar language, and to be clean and neat in person and clothing. Failure to comply with the provisions of this section will subject the pupil to dismissal from the school. Pupils so dismissed can only be reinstated by the Superintendent on instructions from the Board.

Section 30. *Excuses.*—Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

Section 31. *Grading.*—All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the Principal.

Section 32. *Leaving School.*—No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing the school, except in the case of sickness, or on written request of parent or guardian.

Section 33. *Continued Absence.*—Any scholar, who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

Section 34. *Care of Desks.*—Each scholar shall have a particular desk, and shall keep the same and the floor beneath in a neat and orderly condition.

Section 35. *Presents to Teachers.*—Pupils are prohibited from making presents to teachers or from contributing toward class-presents for teachers.

Section 36.—Any pupil who shall be disrespectful or insulting in language or actions towards any school officer or teacher upon the street or in any public place, at any hour of the day or upon any day of the week, shall be liable to suspension or expulsion, or such other punishment as may be deemed adequate.

Section 37. *Books and Supplies.*—No pupil shall be allowed to retain connection with any public school unless furnished with books and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed,

and one week shall have elapsed after such notice without the pupil obtaining said books. Books shall be furnished to indigent children by the Board of Education at the expense of the town, whenever the teacher shall certify in writing to the Superintendent that the pupil applying is unable to purchase such books.

Section 38. *Directions to Janitors.*—Principals shall give such directions to the Janitors of their schools as will ensure the neatness and cleanliness of everything pertaining to the school premises. Failure on the part of Janitors to carry out the instructions of their Principals will be reported to the Superintendent who is given full power to act in such cases.

GENERAL RULES.

Section 39. *Advertisements.*—Principals shall allow no advertisements to be read or distributed among the pupils of any school, or to be posted upon the fences or walls of any school building under their supervision, nor permit any person to enter the school or school premises for the purpose of exhibiting any article or to announce any public entertainment, except by special permission of the Board.

Section 40. *Tuition.*—The tuition of non-resident pupils who attend the High School shall be forty dollars per annum. All tuition must be paid semi-annually in advance and the pupil must present a card from the Superintendent showing that the tuition has been paid, before he can be enrolled as a student. Non-residents, owning real estate in the town of Berkeley and paying taxes on the same, shall be entitled to a rebate of one-tenth for one pupil for every \$500 assessed valuation, on presentation of the tax collector's receipt to the Superintendent.

Section 41. *Substitute Teachers.*—Teachers who are regularly appointed to the substitute list by the Board must file with the Superintendent a statement from the County Superintendent showing that they hold a certificate in full force and effect.

Section 42. *Contagious Diseases.*—Every pupil in whose family any contagious disease is known to exist shall, on returning to school, present a certificate from the Health Officer, stating that no risk will be incurred in receiving the bearer into school.

Section 43. *Admission to First Grade.*—No new pupils shall be admitted into the low section of the First Grade after the fourth week of each term. However, pupils who shall attain the age of six years, at any time during the first half of either term, may be admitted at the beginning of the term or during the first four weeks.

Section 44. *Buildings.*—No room in any school building shall be used for any other than public school purposes, except by special permission of the Board of Education, and then only when the object is directly in the interests of the Public Schools.

Section 45. *Exhibitions, etc.*—No festival, exhibition or concert shall be given under the name of any school unless authorized by the Board.

Section 46.—There shall not be employed in this department, as teacher or janitor, any married woman whose husband is alive and from whom she has not been legally separated, unless, owing to his disability or sickness, she has to rely upon her own efforts for a livelihood; *provided*, however, that this rule shall not apply to any teacher or janitor now employed in the schools of Berkeley.—*Adopted May 16, 1899.*

Section 47.—Teachers desiring to leave the class-room during either the morning or afternoon session must notify the Principal at least two hours in advance, who will then call on the Superintendent for a substitute, and the teacher must not leave the class-room before the substitute has taken charge of the class. The substitute will receive pay for the entire session. A sudden attack of illness will be the only excuse for not giving the required two hours' notice.

Section 48.—All substitutes must be furnished through the Superintendent from the regular substitute list. When there are no regular listed substitutes available the Superintendent is empowered to place some teacher in charge who holds the proper certificate and is registered according to the requirements of the law.

Section 49.—Pupils from other schools may be admitted to the Berkeley High School, without examination, with the understanding that such pupils are to be considered on probation for two months. At the end of that time such pupils must consent to be put in their proper grade, at the discretion of the Principal, without examination or further trial, and parents or guardians must agree to the foregoing rule upon the pupil entering the School.

Section 50. *Meetings of the Board.*—At each regular meeting of the Board the order of business shall be as follows:

1. Roll Call.
2. Reading of Minutes.
3. Report of Special Committees.
4. Report of Standing Committees, viz.:

Finance.
School Houses and Sites.
Supplies.
Course of Study.
Rules.
Salaries.
Classification.
High School.
Commercial School.

5. Unfinished Business.
6. New Business.
7. Adjournment.

The High School Board shall use the same general order of business.

Teachers for the Year 1900-1901

HIGH SCHOOL

Center Street, near Oxford

MORRIS C. JAMES, *Principal*.....1945 Haste Street
FANNIE W. McLEAN, *English*.....580 20th Street, Oakland
FLORENCE BARTLING, *English*.....2401 Fulton Street
ANNIE C. EDMONDS, *Math. and German*...2203 Atherton Street
MARY B. CLAYES, *Latin and Greek*.....2420 Dwight Way
W. B. CLARK, *Mathematics*.....The Walworth, Atherton Street
SIDNEY ELSTON, *Science*.....2023 Channing Way
EVA V. CARLIN, *History*.....2315 Bancroft Way
WM. A. HACKLEY, *Civics and U. S. History*....2215 Channing
E. B. LAMARE, *French*.....2208 Ellsworth Street
MRS. EVA M. STONE, *Latin and English*...2422 Fulton Street
MAY GEARHART, *Drawing*.....2429 Channing Way

BUSINESS COURSE

Golden Sheaf Hall

A. W. ATHERTON, *Manager*.....Spring Street, near Vine

LIST OF TEACHERS

ALLSTON WAY GRAMMAR**Ninth Grade**

Corner Allston Way and Fulton Street

J. A. ELSTON, *Principal*.....2023 Channing Way
 Helena W. Curtis.....1921 University Avenue
 Harriet M. Grover.....2327 Channing Way
 Helen M. Gompertz.....2214 Bancroft Way

BANCROFT WAY PRIMARY

Cor. Bancroft Way and Grove Street

M. EMELIE BERGEN, *Principal*.....2934 Telegraph Avenue
 Mrs. C. T. Elliott.....1820 Bristol Street
 Annie Woodall.....1737 Shattuck Avenue
 Lulu Bartlett2201 Blake Street

COLUMBUS GRAMMAR

8th Street and Allston Way

R. C. ROOR, *Principal*.....2517 Benvenue Avenue
 Mary C. McCleave.....1515 Walnut Street
 Wilhelmine Bolsted.....4th Street and Allston Way
 Delphine C. Larsen.....840 University Avenue
 S. M. McClure.....212½ Waller Street, San Francisco

DWIGHT WAY GRAMMAR

Dwight Way, near Dana

W. H. De BELL, <i>Principal</i>	2414	Dwight Way
Etta Ellerhorst.....	3018	Fulton Street
Marcia Ardley.....	2311	Durant Avenue
Edith F. Culin.....	2127	Blake Street
May Huddart.....	2125	Durant Avenue
Eleanor M. Smith.....	2320	Bancroft Way
Mrs. C. M. Partridge.....	2001	Haste Street
Lydia Atterbury.....		Ridge Road, above Leroy Avenue
M. G. Winter.....	2438	Durant Avenue
Blanche Morse.....		Cor. Shattuck Avenue and Bancroft Way
Loretta L. Shaw.....	2321	Russell Street
Lizzie Miller.....	2412	Dwight Way
Mabel Fisher.....		Atherton, near Channing Way

LE CONTE GRAMMAR

Cor. Russell and Ellsworth Streets

JULIET H. LUMBARD, <i>Principal</i>	1725	Leroy Avenue
Lillie J. Hamlin.....	1920	Haste Street
Mrs. C. E. Hutton.....	2028	Francisco Street
Sarah Fox	2230	Haste Street
Charlotte Henley.....	2036	Bancroft Way
Emelie E. Riggs... ..	2207	Ellsworth Street
Lyra J. Shaw.....	2321	Russell Street

LIST OF TEACHERS

LORIN GRAMMAR

Alcatraz Avenue and King Street

ELMER E. NICHOLS, *Principal*.....California and Dwight Way
 Laura Frank.....Grove Street, near Prince
 Helen Hamlin.....1920 Grove Street
 Mrs. May T. Wilson.....2219 Ashby Avenue
 Selina Burston.....2210 Atherton Street
 Anna M. Mantz.....2223 Chapel Street
 Rebecca Fox.....2230 Haste Street
 Dora Ellerhorst.....3018 Fulton Street

PAGE STREET PRIMARY

Mrs. Emma S. Wilkes.....San Pablo Ave., near Addison Street

ROSE STREET PRIMARY

Cor. Rose and Milvia Streets

MRS. C. G. POTWIN, *Principal*.....2019 Haste Street
 Nellie B. Bryant.....1519 Spring Street
 Victorine Hartley.....2214 Chapel Street

SAN PABLO AVENUE GRAMMAR

San Pablo Avenue, between Delaware and Hopkins Streets

J. W. WARNICK, *Principal*.....2431 Durant Avenue
 Josephine Roller.....1136 Albina Avenue

LIST OF TEACHERS

35

Lora G. Rush.....Walnut, near Cedar Street
Mary E. Cameron.....1616 Delaware Street
Marietta S. Higgins.....San Pablo Ave., and Delaware Street

SEVENTH STREET PRIMARY

7th Street, between Bristol and Delaware Streets

Louise B. McKee.....2518 Hillegass Ave., near Dwight Way
M. Ellen Wilson.....1320 University Avenue

WHITTIER GRAMMAR

Cor. Virginia and Milvia Streets

Alice F. Keefer, *Principal*.....U. C. Cottage No. 3, Berkeley
Lida Coddington.....1623 Walnut Street
Jeannette Barrows.....2023 Haste Street
Sarah T. French.....2222 Bancroft Way
May H. Sampson.....2210 Atherton Street
Margaret Webb.....2131 Bancroft Way

COURSE OF STUDY
OF THE
Public Schools
OF THE
TOWN OF BERKELEY
≈1900≈

(From Riverside County School Manual)

RESULTS TO BE OBTAINED

"A number of our most thoughtful teachers have expressed the feeling that *results* are the main thing in all teaching and have asked that the main results to be obtained in the different grades be briefly formulated so that they may be kept in mind and steadily worked toward.

IN THE PRIMARY GRADES

FIRST, SECOND, THIRD AND FOURTH GRADES

To Give the Child Ability—

1. To read ordinary prose and simple poetry correctly and intelligently.
 2. To spell the words used in his vocabulary.
 3. To write in a good clear hand whatever the child understands.
 4. To read, add, subtract, multiply and divide simple numbers readily and correctly.
 5. To be uniformly kind, respectful and agreeable to others.
 6. To take a lively interest in the phenomena of nature and to take care of his health.
-

IN THE GRAMMAR GRADES

FIFTH, SIXTH, SEVENTH AND EIGHTH GRADES

To Make the Child Able—

1. To gather quickly and correctly the meaning of the printed page.
2. To express in good English, either by tongue or pen, whatever he has to say.
3. To solve accurately any ordinary arithmetical process.
4. To know the leading facts in the history of our state and nation.
5. To have a high sense of honor, patriotism and the rights of others.
6. To have a general knowledge of this world of ours and a habit of taking good care of himself."

INTRODUCTORY

This Course of Study has resulted from a plan formed some months ago by the superintendents of Alameda, Oakland and Berkeley, in an effort to secure for the three departments a Course of Study as nearly uniform as possible. While there are differences in matters of *detail*, the *essentials* are practically the same. The close relations existing between these communities have rendered some such course of action necessary.

The Course is intended to indicate *definitely* the *minimum* expected. There is no desire to interfere with the originality of the teacher in the presentation of any subject. The *number* work, as far as the *drill* in fundamental operations is concerned, *must be uniform*.

In the effort to introduce the many *new* ideas into their school work many teachers will, unless exceedingly careful, devote too much time to these to the neglect of the essentials. We must not soar too high nor attempt too much. On the contrary, it will be much safer to keep a sure connection with "mother earth," at least until the children can read fluently, write legibly, observe accurately and reason intelligently.

Reading is the key to the work of the entire Course. If this is neglected the doors opening to many a store-house of knowledge must remain closed. The first aim should be to have the children read in such a manner as to show that they understand fully the *language* and the *thought*. Daily drill in *oral* expression in *all* the grades should be given.

A love for good literature should be developed in every child. The course in Reading and Literature has been prepared with this development in view. The "Culture Course" in Reading and the Public Library will prove to be important factors in securing the desired result.

The Course in Geography has been correlated with History;

that in Nature Study or Elementary Science, with Reading and Language in the lower grades and with Geography in the upper grades.

The study of natural phenomena, of the soil, of vegetation and of animal life is a valuable introduction to the study of Physical Geography, while many of the myths connected with animal and plant life are equally helpful in the pursuit of literary study. Every lesson in Science should be a lesson in language and oral expression. *Drawing* should be utilized, whenever possible, in connection with the study of plant life.

The object of an Elementary Science Course is not to impart scientific knowledge alone, but to secure for every pupil accurate and careful habits of observation. It is what the pupil does for himself in the line of investigation and not what is done for him that produces the benefit.

The Course given below is almost identical with the one prepared by Miss McFadden of the Oakland School Department for the Oakland schools. The foundations for this Course were laid by Professor Jenkins of Stanford University. References are made to Dr. Jenkins' first and second Outlines, copies of which have been furnished to the teachers.

It is recommended that during the year 1900-1901 especial care be given to the study of plants and plant life.

The Course as outlined and the Cornell leaflets which come to our teachers regularly will furnish ample suggestions and material from which to select.

None of the work should be given without thorough preparation, and *too much work should not be attempted*. A little well done is better than a full course done carelessly.

Suitable apparatus for performing the required experiments in Elementary Physics in the upper grades will be furnished to the Principal of each school. When not in actual use the apparatus must be returned to the Principal's office.

The *maximum* time limit is thirty minutes each week in the Primary grades and sixty minutes each week in the Grammar grades.

Course in Science or Nature Study

FIRST GRADE.

SEEDS. (2nd Outline p. 16.)

Observation with reference to form, arrangement in seed-case, and method of distribution.

GROWTH OF SEEDS. (1st Outline p. 10; 2nd Outline p. 16.)

Germinating of seeds.

Parts of seed.

What is necessary to make the seed grow.

How the plant breaks out of the seed.

How the plant comes out of the ground.

The roots of the plant as they seek food.

The leaves of the plant as they seek food.

The growth of roots from cuttings.

Air-roots, and in fact all the phenomena of growing plants that can be made out by children.

MOTHS, BUTTERFLIES AND CATERPILLARS. (1st Outline p. 41; 2nd Outline p. 31.)

Breeding cages and food.

Egg, size and growth.

Growth of caterpillars.

Moulting.

Cocoons or chrysalides.

Butterfly or moth.

Life and habits.

DEVELOPMENT OF FROGS AND SALAMANDERS FROM EGG, WITH COMPARISON.

DEVELOPMENT OF MOSQUITO FROM THE EGG TO THE ADULT.

SECOND GRADE.

The same as the First; the work differing in the amount of

detail and in the nature of the problems set for the children to solve.

Add to the First Grade list: Mushrooms, puff-balls, etc., manner of growth, place of growth, etc.

THE STUDY OF THE ANT.

THIRD GRADE.

SEED DISTRIBUTION AS OUTLINED IN FIRST GRADE.

During seed growing time, plant seeds not before studied. In this connection give the experiments under "The Plant's Food." (1st Outline p. 28.)

LEAD PENCILS.

Structure and materials.

How made.

GRAPHITE.

Properties, uses, etc. (2nd Outline p. 19.)

POND LIFE. (1st Outline p. 24; 2nd Outline p. 23.)

COVERINGS OF ANIMALS. (1st Outline p. 30; middle of page.)

FOURTH GRADE.

GROWTH OF PISTIL TO THE FRUIT IN DANDELION, BURR-CLOVER, GERANIUM, POPPY, SWEET PEA.

At least any other five may be substituted for these at the convenience of the teacher. (1st Outline p. 36; par. 2, 3, 4, 5.)

THE MAGNET, its properties and uses. (2nd Outline p. 26.)

FLOWERING PLANTS. (1st Outline pp. 3, 4 and 36.)

EFFECTS OF HEAT ON LIQUIDS, GASES AND SOLIDS, WITH THE STRUCTURE AND USE OF THE THERMOMETER. (1st Outline, Nature Study, p. 12.)

THE FUNGI GROUP, including mushrooms and the like, puff-balls, geasters, moulds, lichens; also examples of parasitic plants, such as mistletoe and dodder, their life history,

place of growth, spore surfaces, discharge of spores, etc. Collect as many varieties as possible. Compare the various forms studied. (1st Outline pp. 18, 19, 20.)

MARINE LIFE. Crabs and shrimps (or lobsters.) (2nd Outline p. 20.) Observation of motions, by what parts and how accomplished. Study of appendages, attachment to body; the joints, their forms and uses. Study of body, its divisions and the joints which make it up. Comparison of the two. Comparison with some insect already studied.

FIFTH GRADE.

EVAPORATION OF VARIOUS LIQUIDS, SUCH AS WATER, ALCOHOL, GASOLINE. (1st Outline pp. 15, 16.)

Compared with glycerine. Prove existence of vapor by use of ether, alcohol, chloroform.

Show that heat is used up in evaporation.

Evaporation of solids, such as camphor, iodine.

CONDENSATION. (1st Outline p. 17.)

Show sources of vapor of water by condensation from breath, surface of skin, under surface of a leaf, etc.

Distill water from flask.

SOLUTION. (1st Outline p. 18.)

Solution of various common substances that will readily dissolve in water. Those that will not dissolve readily, as camphor, blue-stone and the like. Those that do not dissolve perceptibly.

Evaporation of water to regain the substance, showing crystals.

Use of funnel and filter paper to show dissolved substances.

Application of these phenomena to fogs, clouds, snow, rain, formation of soils, erosion, etc.

FRUITS OR FLOWERING PLANTS, according to season.

FRUITS. (2nd Outline for Nature Study p. 17.)

Use of edible parts.

Change in fruit by cultivation and selection.

Structure of the fruit—its parts, their arrangement in reference to each other.

How green fruit becomes ripe.

Digestion of starch in human body.

Use of sugar in plant life; in animal life.

FLOWERING PLANTS. (1st Outline p. 35; 2nd Outline p. 30, Western Journal of Education, May, 1899, p. 15.)

Work of the flower.

Parts of the flower seen in as many forms as possible.

1st. Place of minute beginnings of seeds in ovary.

2nd. Extension of the ovary into style and stigma.

3rd. Stamens with pollen.

4th. Corolla.

5th. Calyx.

Provisions for fertilization as seen in lupine, locust tree, peas, beans, cloves, or any plant of the Leguminosæ.

Use of corolla, calyx, honey, perfume, color, etc., to the plant.

Provisions for fertilization as seen in petunia, morning glory and the like.

Provisions for fertilization as seen in grasses, wheat, corn, rye, oats, etc.

Provisions for fertilization as seen in conifera.

Provisions for fertilization as seen in melon family.

SPIDERS. (2nd Outline p. 33.)

Collection and care of living spiders in jars in schoolrooms.

Food.

Web. What kind of a spider made it, how did it weave it, what use is made of it?

Spinning organs. Position. Structure. How used.

General appearance of spiders.

Different families of spiders with characteristics.

MOSQUITOES.

Care of eggs. Larvæ and pupa.

General appearance in each stage.

Movements of larvæ. How accomplished.
Feeding.
Moulting.
Movements of pupa.
Breathing.
Change to mosquito. How made.

SIXTH GRADE.

PENDULUM. (1st Outline p. 40.)

Construction.
Length of pendulum vibrating once in a second.
Length of pendulum vibrating twice in a second.
Length of pendulum vibrating once in two seconds.
Length of pendulum vibrating once in three seconds.
Length of pendulum vibrating three times in one second.
Use of pendulum as a time instrument.

POND LIFE. (1st Outline p. 24.)

The green scum of ponds.
Diatoms.

AQUATIC INSECTS.

Dragon flies.
Water Beetles.
Caddis worms.
Pond skaters, or water striders.
Water boatmen.
Whirligig beetles.

Collection, care and study of life history of three, or substitute any other three water insects.

METALS. (1st Outline p. 39.)

Collection of pure metals, such as copper, lead, zinc, iron, aluminum, platinum, etc.

Properties, as relative hardness, flexibility, ease of welding, etc.

Alloys.

Uses.

How metals are taken from their ores.

Application to mining.

CRYSTALS. (1st Outline p. 18.)

DISTILLATION OF WATER. (1st Outline pp. 16, 17, bottom of page.)

FROST AND ICE. (2nd Outline p. 28.)

Formation of frost.

Temperature of, melting ice.

Temperature of freezing mixtures.

Why ice floats.

Manufacture of artificial ice.

Application to geographical features.

LIFE HISTORY OF FERNS.

SEVENTH GRADE.

CAPILLARY ATTRACTION. (2nd Outline p. 28.)

Illustrate by set of tubes, sheets of glass, a sponge, lump of sugar, a towel, etc.

Capillary attraction in gravel, sand, clay.

Application to plant life,—also to circulation of the blood.

Reason for cultivation of orchards.

SOILS. (2nd Outline p. 27.)

Structure.

Kinds of soil.

Relation of soil to growing roots.

Relation of soil to percolating water.

PRESSURE OF LIQUIDS AND AIR.

Why some bodies float.

Why some float more above water than others.

Why some bodies sink.

Floating bodies in lighter or heavier liquids.

Application to ventilation and winds.

Construction and use of barometer.

CURRENTS IN WATER. (1st Outline p. 29.)

Currents in boiling water.

Currents in vessels of different shapes.

Effects of unequal heating on currents.

Application to ocean currents.

CURRENTS IN AIR. (1st Outline p. 30.)

Exploration of school-rooms for currents of air.

Construction of hot air balloon.

Application to winds and ventilation.

PLANT PHYSIOLOGY.

Growth and use of root hairs. (1st Outline p. 11.)

The plant's food.

Show that plants take up water. (1st Outline p. 28.)

Show that water escapes from plant's leaves. (1st Outline p. 29.)

Trace course of water absorbed by roots. (1st Outline p. 29.)

Examination of stomata. (1st Outline p. 29.)

Material of soil dissolved in water and used by plants. (1st Outline p. 29.)

Making, using and storing starch in the plant.

Food of mushrooms, moulds and the like.

Food of lichens.

Food of mistletoe, dodder, etc.

EIGHTH GRADE.

OXYGEN AND CARBONIC ACID. (1st Outline pp. 32, 33, 34.)

Preparation.

Properties.

Uses.

Application to human life, plant life, etc.

DIFFUSION OF GASES. (1st Outline p. 34.)

STUDY OF THE CANDLE FLAME. (1st Outline p. 38.)

Parts of the flame.

How the flame is produced.

Use of different materials for producing flame.

ILLUMINATING GAS.

Preparation of gas in school-room.

Process of burning in coal and wood.

Preparation of gas for use in city.

Visit to gas works.

THE HUMAN BODY.

ELEMENTARY PHYSIOLOGY AND HYGIENE.

FIRST GRADE—

Human Body—Care of the person: skin, teeth, eyes, and, in general, the importance of cleanliness. Use of food. Effects of narcotics and stimulants.

SECOND GRADE—

Human Body—Continue lessons in cleanliness. Importance of exercise, pure air, correct position in sitting and in walking. Importance of regular habits of eating and sleeping. Effects of stimulants and narcotics.

THIRD GRADE—

Human Body—Study of the body as a whole. Framework of bones. The uses of the flesh and skin. Care of the eyes, ears, nose and teeth. What services do they perform? Injurious effects of narcotics and stimulants.

FOURTH GRADE—

Human Body—Study the parts of the body in relation to their adaptation to the needs of man. Review the work of previous years. Evil effects of narcotics and of alcoholic liquors.

FIFTH GRADE—

Human Body—Study of the bones and joints. The skull, spine, ribs, breastbone, bones of the arm and of the leg. Structure and chemical composition of bones. Kinds of joints and the parts which compose them. Growth of bones. Study of the muscles. Kinds, structure and properties of muscles. Hygiene of the muscles.

SIXTH GRADE—

Human Body—Study of the blood. Causes of impure

blood. The circulation. Arteries, capillaries and veins. The heart. Hygiene of the circulation.

SEVENTH GRADE—

Human Body—Study of digestion and absorption. Divisions of the Alimentary canal. Study of the teeth, stomach, liver and pancreas. The lymphatic system. Food, stimulants and narcotics.

EIGHTH GRADE—

Human Body—Study of respiration and the voice. The nervous system. Study of the skin, the eye, the ear. General review of the subject of hygiene.

Reading and Literature

Teachers must constantly have in mind the two-fold object to be attained and the close connection with successful work in Reading with the work in the other parts of the Course.

The objects to be attained by the pupil are, the ability to read fluently and intelligently and the formation of a taste for pure, wholesome literature. No greater service can be rendered the children than to assist them in gaining these objects.

Supplementary reading has been selected from the best available material. All of the supplementary reading will eventually be furnished by the Board of Education, but for the present the reading is furnished to the three lower grades. Teachers are expected to use only so much of the supplementary material as is needed to fill out the Course. In all grades above the Third all of the reading matter must be purchased by the pupil.

There should be daily practice in Reading at Sight in all grades from 3rd to 8th, inclusive,—and this should be *real* SIGHT READING. Ability to read at sight, fluently and understandingly, can be gained very rapidly by practice, provided that too difficult work is not attempted at first. The selection for Sight Reading should never be so difficult that it will require an effort on the part of the pupil to pronounce the work or to grasp the meaning.

FIRST GRADE—"B" DIVISION.

Reading from chart and blackboard, also State First Reader to page 21, inclusive. As supplementary reading, twenty pages in one of the following:

Cyr's First Reader.

Finch's Primer.

BIBLE STORIES—

The Star of Bethlehem.

Abraham—A Picture of Primitive Life.

Joseph—His Boyhood and Life in Egypt.

The Bible is to be treated as other literature and history.
(See Foster's "Story of the Bible," and "The Bible and Its Story," by Josephine Pollard.)

POEMS TO BE MEMORIZED—

Two Little Hands.

My Shadow.

Whenever a Little Child is Born.

A Million Diamonds.

Daisy Nurses.

The Dandelion.

OPTIONAL—

The Owl and the Pussy Cat—*Edmund Lear*.

One, Two, Three.—*Margaret Johnson*.

Thistle Down,

or other poems not prescribed for advanced grades. Short maxims and proverbs should be taught.

See prescribed course for Culture Reading.

FIRST GRADE—"A" DIVISION.

State First Reader, completed.

As supplementary—Complete such of the following as are needed:

Baldwin's First Reader.

Cyr's First Reader.

Finch's Primer.

Bass' Plant Life. (20 pages selected by the teacher.)

BIBLE STORIES—

Moses.

Daniel.

The Prodigal Son.

POEMS TO BE MEMORIZED—

The Little Plant.

Forget-me-Not.

Three Little Bugs in a Basket.—*Alice Cary*.

Sweet and Low. (Lullaby.)—*Tennyson*.

OPTIONAL—

Quite Like a Stocking.

Who Stole the Bird's Nest?

The Dandelion,

or other poems not prescribed for advanced grades. Short maxims and proverbs should be taught.

See prescribed course for Culture Reading.

SECOND GRADE—"B" DIVISION.

State Second Reader to page 76, inclusive.

As supplementary:

Jack and the Bean Stalk.

Grim's Fairy Tales.

Cyr's Second Reader.

Æsop's Fables.

Baldwin's Second Reader to page 40.

BIBLE STORIES—

The Good Samaritan.

Samson.

The Sower.

MYTHS—

Stories of Old Greece to page 68.

POEMS TO BE MEMORIZED—

Seven Times One are Seven.—*Jean Ingelow.*

Autumn Leaves.

The Night Wind.

The Blue-Bird's Song.

The Day's Eye.—*Edith Thomas.*

Christmas Eve.

OPTIONAL—

I Once Had a Sweet Little Doll.—*Chas. Kingsley.*

The Minuet.—*Mary Mapes Dodge.*

Bed in Summer.—*Stevenson,*

or other poems not prescribed for advanced grades. Review maxims, proverbs and poems of preceding grades.

See prescribed course for Culture Reading.

SECOND GRADE—"A" DIVISION.

State Second Reader, completed.

As supplementary:

Baldwin's Second Reader, completed.

Cyr's Second Reader.

Fables and Folk Stories, Part I.
Bass' Plant Life, completed.

MYTHS—

Stories of Old Greece, to page 108.

POEMS TO BE MEMORIZED—

If I were a Sunbeam.—*Lucy Larcom.*
Meadow Talk.—*Caroline Leslie.*
The Lullaby.—*J. G. Holland.*
Wynken, Blynken and Nod.—*Eugene Field.*
Twenty lines of short gems—either prose or poetry.

OPTIONAL—

Suppose.—*Phæbe Cary.*
Pretty is That Pretty Does,

or other poems not prescribed for advanced grades.
Review the memory work of the preceding grades.
See prescribed course for Culture Reading.

THIRD GRADE—"B" DIVISION.

State Third Reader, to page 40, inclusive.
As supplementary:

Fables and Folk Stories, Part II.
Seaside and Wayside, Part I.

MYTHS—

Some flower stories from Francillon's "Gods and Heroes."

POEMS TO BE MEMORIZED—

Lost. (Shut the Dairy Door.)—*Celia Thaxter.*
The Song of the Brook.—*Tennyson.*
Wonderful World.
Discontent.
The Children's Hour.—*Longfellow.*

OPTIONAL—

Nikolina.—*Celia Thaxter.*
Winter and Summer.—*O. Knowlton.*
Extract from Pippa Passes.—*Browning,*

and a review of the memory work of the preceding grades.
See prescribed course for Culture Reading.

THIRD GRADE—"A" DIVISION.

State Third Reader to page 90.

As supplementary:

Hans Andersen's Stories, Part I.

Great Americans for Little Americans.

Baldwin's Third Reader to page 50.

POEMS TO BE MEMORIZED—

Little Brown Hands.—*W. H. Krout*

The Brown Thrush.—*Lucy Larcom.*

Don't Give Up.

An Afternoon in February.—*Longfellow.*

OPTIONAL—

We are Seven.—*Wordsworth.*

Our Flag,

and a review of the memory work of the preceding grades.

See prescribed course for Culture Reading.

FOURTH GRADE—"B" DIVISION.

State Third Reader, completed.

As supplementary:

Stories of American Life and Adventure.

Hans Andersen's Stories, Part II.

Baldwin's Third Reader, completed.

POEMS TO BE MEMORIZED—

Little Boy Blue.—*Eugene Field.*

Sandpiper and I.—*Celia Thaxter.*

Take Care.

OPTIONAL—

Pitty-pat and Tippy-toe.—*Eugene Field.*

How the Leaves Turn Brown.—*Coleridge.*

If.

See prescribed course for Culture Reading.

FOURTH GRADE—"A" DIVISION,

State Fourth Reader to page 41, giving particular attention to literary outline at the beginning of the lessons.

As supplementary:

Baldwin's Fourth Reader to page 50.
Stories from Plato.
Hiawatha, Part I.

POEMS TO BE MEMORIZED—

In School Days.—*Whittier*.
The Bugle Song.—*Tennyson*.
The Mountain and the Squirrel.—*Emerson*.
Abou Ben Adhem.—*Leigh Hunt*,

and a review of the memory work of the preceding grades.

OPTIONAL—

XXIII Psalm.—*Bible*.
Red Riding Hood.—*Whittier*.

See prescribed course for Culture Reading.

FIFTH GRADE—"B" DIVISION.

State Fourth Reader to page 100.

As supplementary:

Hawthorne's Wonder Book, Part I.
Baldwin's Fourth Reader, completed.
Hiawatha, completed.

Mythical stories from the early history of Rome. Correlate these stories with the work in History and Geography. Consult Guerber's "Story of the Romans."

POEMS TO BE MEMORIZED—

The Village Blacksmith.—*Longfellow*.
From My Armchair.—*Longfellow*.
Daffodils.—*Wordsworth*,

and a review of the memory work of the preceding grades.

OPTIONAL—

Childhood's Gold.
Meadow Larks.
Song for Easter.—*Celia Thaxter*.
Fiftieth Birthday of Agassiz.—*Longfellow*.

See prescribed course for Culture Reading.

FIFTH GRADE—"A" DIVISION.

State Fourth Reader, completed.

As supplementary:

Baldwin's Fifth Reader.

Hawthorne's Wonder Book, Part II.

King of the Golden River.

General account of the Myths of the North. Correlate the work in Myths with the History and Geography.

CONSULT—

Legends of Norseland.—*Pratt*.

Stories of Old Germany.—*Pratt*.

Story of Siegfried.—*Baldwin*.

Story of the German Iliad.—*Burt*.

POEMS TO BE MEMORIZED—

The Arrow and the Song.—*Longfellow*.

Joy of the Hills —*Markham*.

In Blossom Time.—*Ina Coolbrith*.

The Thought of God.—*Mrs. E. B. Browning*,

and a review of the memory work of the preceding grades.

OPTIONAL—

The Stars and the Flowers.—*Longfellow*.

The Light that is Felt.—*Whittier*.

Decoration Day.—*Longfellow*.

See prescribed course for Culture Reading.

SIXTH GRADE—"B" DIVISION.

Baldwin's Fifth Reader, completed.

Story of Mother Earth.

Grandfather's Chair.

To be taken by subjects, orally:

The Age of Chivalry.

King Arthur and His Knights.

Richard Cœur de Leon.

Robin Hood.

Read to the class, or have them read:

The Lady of Shalott.

Sir Galahad.

POEMS TO BE MEMORIZED—

Westward, Ho!—*Joaquin Miller.*

There's Ever a Song Somewhere.—*Riley.*

Each and All.—*Emerson,*

and a review of the memory work of the preceding grades.

OPTIONAL—

The Battle Hymn of the Republic.—*Julia Ward Howe.*

Break, Break, Break.—*Tennyson.*

The Poor Voter on Election Day.—*Whittier.*

See prescribed course for Culture Reading.

SIXTH GRADE—"A" DIVISION.

Baldwin's Sixth Reader.

Dickens' Christmas Carol.

Birds and Bees.

POEMS TO BE MEMORIZED—

The Landing of the Pilgrims.—*Mrs. Hemans.*

The Day is Done.—*Longfellow.*

Opportunity.—*E. R. Sill.*

OPTIONAL—

Paul Revere's Ride —*Longfellow.*

SEVENTH GRADE—"B" DIVISION.

Baldwin's Seventh Reader, first half.

Tales of the White Hills.

Selections from Irving's Sketch Book.

(In connection with the study of Westminster Abbey have the plan of the abbey drawn upon the blackboard, and follow the plan closely.) Study the life of Irving.

N. B. Fiske's History of the United States may be used as a supplementary Reader in the Seventh and Eighth grades.

POEMS TO BE MEMORIZED—

Concord Hymn.—*Emerson.*

The First Snow Fall.—*Lowell.*

Gradatim.—*Holland.*

Life.—*E. R. Sill.*

OPTIONAL—

Rain in Summer.—*Longfellow.*

CXXI Psalm.—*Bible.*

SEVENTH GRADE—"A" DIVISION.

Baldwin's Seventh Reader, completed.

Courtship of Miles Standish.

Associate this work with the work in History. Have the pupils read "Miles Standish" by Abbott. Visit the New England Kitchen in the museum in Golden Gate Park.

N. B. Fiske's History of the United States may be used as a supplementary Reader in the Seventh and Eighth grades.

POEMS TO BE MEMORIZED—

Gray's Elegy.

To a Water Fowl.—*Bryant.*

OPTIONAL—

God Save the Flag.—*Holmes.*

Sandalphon.—*Longfellow.*

EIGHTH GRADE—"B" DIVISION.

Baldwin's Eighth Reader, first half.

Evangeline—Historical basis of the poem. Manners and customs of the Acadians. Review the history corresponding. Trace the wanderings of Evangeline. Study the leading characters. Compare Evangeline with Priscilla. Teach *here* the *simile*, *metaphor*, *personification* and *climax*.

PLUTARCH'S LIVES—

Select three typical lives. In the study of Plutarch give attention to the accompanying geography. Use Ginn's Classical Atlas. Note the clearness with which Plutarch brings out the salient points of each character. Lead the pupils to grasp the main features of each biography.

POEMS TO BE MEMORIZED—

The Builders.—*Longfellow.*

The Chambered Nautilus.—*Holmes.*

Hymn to the Night.—*Longfellow.*

OPTIONAL—

Thanatopsis, one half.—*Bryant.*

EIGHTH GRADE—"A" DIVISION.

Baldwin's Eighth Reader, completed.

Ivanhoe.

The Deserted Village.

POEMS TO BE MEMORIZED—

The American Flag.—*Drake.*

The Ship of State.—*Longfellow.*

Recessional Hymn.—*Kipling.*

OPTIONAL—

Thanatopsis, last half.—*Bryant.*

Lincoln's Gettysburg Address.

Polonius' Advice to His Son.—*Shakespeare.*

NINTH GRADE.

The Alhambra.

Snow Bound.

The Lady of the Lake.

The Merchant of Venice.

SUGGESTIONS—

The Alhambra—Moorish architecture, customs and legends. Trace briefly the westward movement of the Moors until their final settlement in Spain. Does Spanish life in California show any Moorish influence?

Lady of the Lake—Draw a map of the Highlands. Study Scottish life and Scottish scenery. Have the outline of each canto given orally and in writing. Life and times of Sir Walter Scott.

Consult—Macintosh's Story of Scotland.

Hutton's Life of Scott.

Snow Bound—The old homestead and its surroundings. Country life in New England.

Consult the references given in Lockwood's Lessons in English, page 357.

Merchant of Venice—This is to be read as an introduction to the study of the drama. The critical study of the play is to be left to the High School Course. Study the life and times of Shakespeare.

In the study of *Snow Bound* and the *Lady of the Lake* the common rhetorical figures should receive careful attention, viz.:—simile, metaphor, metonymy, personification, climax and hyperbole. (See Course in Language.)

The following days are to be observed by the pupils in the different grades by exercises appropriate to the day:

Third Grade—Celia Thaxter Day, May 12th.

Fourth Grade—Eugene Field Day, September 3rd.

Fifth Grade—J. G. Whittier Day, December 16th.

Sixth and Eighth Grades—H. W. Longfellow Day, February 26th.

Seventh Grade—Irving Day, April 5th.

And by pupils in all the grades—Abraham Lincoln Day, February 12th.

A complete list of the poems to be memorized and the authors' names, when known, will be found in the Reading Course for each grade. These poems are to be taught in the order in which they are given, and the requirement is about four lines each week. Printed copies of the selections for the lower grades may be furnished later. Teachers should copy the poems into a blank book, which should afterwards become a desk copy for reference until the printed copies are furnished.

Culture Course in Reading

To assist the pupils in selecting their miscellaneous reading the Superintendent and the Librarian of the Public Library have prepared a classified list for each grade from the Fourth to the Eighth, of all suitable books in the Library. Copies of this list have been furnished to the teachers of the different grades, giving the library number, the title of the book and the author. Teachers are urged to co-operate earnestly in the effort to direct the reading of the children into the proper channel.

To still further emphasize the importance of this work the following Culture Course in Reading has been adopted. The books and stories of the First and Second grades are to be read and re-read to the pupils by the teacher. It may be necessary for this course to be pursued in the Third grade. The plan will fail, however, unless teachers can create such an interest in the work as will lead the pupil to read voluntarily and eagerly.

It is expected that the teachers will earnestly endeavor to make this limited course of the greatest possible value. Teachers in the First and Second grades may select such as their time will allow them to use from the following complete list.

From the Third grade, when the pupil begins to read for himself on through the Course, the pupils are to read the books as nearly as possible in the order given.

These books may be read in the class-room if time permits, or may be given for home reading.

FIRST GRADE.

1. The Three Bears.
2. Red Riding Hood.
3. The Fir Tree.—*Andersen*.
4. Jack and the Bean Stalk.

5. The Ant and the Grasshopper.
6. The Lion and the Mouse.
7. The Sleeping Beauty.
8. Thumbelina.—*Andersen*.
9. Brownie Book —*Cox*.
10. Golden Hair and Blue Eyes.
11. The Red Hen.
12. The Robin.
13. The Grateful Foxes.
14. Babes in the Woods.
15. Clytie.
16. The Old Woman and the Pig.
17. Christmas all the Year Round.
18. The Five Peas.
19. The Chipmunk.
20. The Fox and the Stork.

SECOND GRADE.

1. Philemon and Baucis.
2. Little One Eye.
3. Hansel and Gretel.
4. The Porcelain Stove.—*From the Story Hour*.
5. Robinson Crusoe. (Easy Word Edition.)
6. The Anxious Leaf.
7. Letters from a Cat.—*Jackson*.
8. Hare and Tortoise.
9. The Woodpecker.
10. Dick Whittington's Cat.
11. The Magic Clock.
12. Elves and Shoemaker.
13. Cinderella.
14. Story of Phæton.
15. Each and All.
16. Hiawatha.
17. The Frog King.
18. Norse Stories—Thor-Baldur, Lohengrin and Siegfried.
19. The Story Hour.—*Wiggin*.
20. Aunt Martha's Corner Cupboard.—*Kirby*.

THIRD GRADE.

1. Child's Dream of a Star.—*Dickens*.
2. Little Lame Prince.—*Mulock*.
3. The Great Stone Face.—*Hawthorne*.

4. Little Lord Fauntleroy.—*Burnett*.
5. Beautiful Joe.
6. Black Beauty.—*Sewall*.
7. The Birds' Christmas Carol.
8. Fridjhof Nansen.—*Bull*.
9. The Little Mermaid.—*Anderson*.
10. Prince Tip Top.—*Margaret Borwet*.

FOURTH GRADE.

1. Rab and His Friends.—*Brown*.
2. Patsy.—*Wiggin*.
3. Swiss Family Robinson.
4. Dog of Flanders.—*Ouida*.
5. Editha's Burglar.—*Burnett*.
6. Daffy Downdilly.—*Hawthorne*.
7. The Horse Fair.—*Baldwin*.
8. Sweet-Heart Travelers.—*Crocket*.
9. Melody.—*Richards*.
10. Fanciful Tales.—*Stockton*.

FIFTH GRADE.

1. Stories of King Arthur,—*Hanson*,
or Boys' King Arthur.—*Lanier*.
2. Stories of the Bible,—*Endicott*,
or The Story of the Chosen People.—*Guerber*.
3. Jungle Book.—*Kipling*.
4. Being a Boy.—*Warner*.
5. Prince and Peasant.—*Martineau*.
6. Donald and Dorothy.—*Dodge*.
7. Captain January.
8. Story of a Bad Boy.—*Aldrich*.

SIXTH GRADE.

1. Pilgrim's Progress.—*Bunyan*.
2. Little Women or Little Men.—*Alcott*.
3. Gulliver's Travels.—*Swift*.
4. Arabian Nights.
5. The Prince and the Pauper.—*Clemens*.
6. Story of a Short Life.—*Mrs. Ewing*.
7. The Boy Emigrants.—*Brooks*.
8. Boy Hunters.—*Reid*.
9. Pepacton.—*Burroughs*.
10. Old Stories of the East.—*Baldwin*.

SEVENTH GRADE.

1. *Dombey and Son.*—*Dickens.*
2. *Tom Brown's School Days.*—*Hughes.*
3. *Last of the Mohicans.*—*Cooper.*
4. *Life of Washington.*—*Scudder.*
5. *Ben Hur.*—*Wallace.*
6. *Treasure Island.*—*Stevenson.*
7. *Standish of Standish.*—*Austin.*
8. *Hans Brinker.*—*Mary Mapes Dodge.*
9. *Otto of the Silver Hand.*—*Pyle.*
10. *The Lion of St. Mark's.*

EIGHTH GRADE.

1. *Uncle Tom's Cabin.*—*Stowe.*
2. *Life of Lincoln.*—*Brooks.*
3. *Two Years Before the Mast.*—*Dana.*
4. *Tales from Shakespeare.*—*Lamb.*
5. *Raraona.*—*Jackson.*
6. *Man without a Country.*—*Hale*
7. *John Halifax, Gentleman.*—*Mulock.*
8. *David Copperfield.*—*Dickens.*
9. *The Mill on the Floss.*—*Elliot.*
10. *Scottish Chiefs.*—*Porter.*

NINTH GRADE.

1. *Hero Tales from American History.*—*Roosevelt & Lodge*
2. *The Talisman.*—*Scott.*
3. *Marmion.*—*Scott.*
4. *Kenilworth.*—*Scott.*
5. *Nickolas Nickleby.*—*Dickens.*
6. *Autobiography of Franklin.*
7. *Voyage Around the World in the Ship Beagle.*—*Darwin.*
8. *Hoosier Schoolmaster.*—*Eggleston.*
9. *Harold.*—*Bulwer.*
10. *The Last of the Barons.*—*Bulwer.*

Arithmetic

General Statement.

The most direct methods should be used in teaching the four fundamental operations. As this part of the work is purely mechanical there should be constant and persistent drill until accuracy and rapidity are secured. Occasional drill, even in the upper Grammar grades, may be found beneficial. It should be continued until the desired results are obtained. Then the practical applications are easy.

From the beginning throughout the entire course mental work should be given with problems suited to the capacity and advancement of the pupils—the mental work to be parallel with the written work.

Exact statements in the analysis of problems should be made, not according to any prescribed form, but such as are *logical* and *absolutely correct*; otherwise the opportunity for training in habits of logical thinking is lost.

The most direct methods in the solution of problems should be used. Teach cancellation and the abbreviation of the work and statement as soon as possible.

THE FUNDAMENTAL OPERATIONS.

The method of teaching these operations is the method introduced so successfully into the Oakland schools by Superintendent McClymonds.

Addition.—The combinations of two figures are to be learned first, but it is well to apply these as soon as possible to three or more figures. The old combinations should be repeated until they are perfectly familiar, before new ones are taken. The figures should always be arranged in columns or horizontally. Apply the principle to practical work as soon as it has been thoroughly learned.

Subtraction.—The addition method is to be employed in subtraction. Thus—the subtraction of 2381 from 7643 would be performed: $1+2=3$, $8+6=14$, $4+2=6$, $2+5=7$.

$$\begin{array}{r} 7643 \\ 2381 \\ \hline 5262 \end{array}$$

Multiplication.—Do not teach the entire table before giving examples. Make the applications at once. Use simple problems and simple analysis. As soon as the pupil has learned that $2 \times 3 = 6$ and $3 \times 2 = 6$, use work like the following: $23 \times 3 = ?$ $32 \times 23 = ?$ $232 \times 32 = ?$ etc.

In oral drill give work combining addition, subtraction, multiplication.

Division.—In teaching long division use at first such divisors as 91, 81, 71.

For determining the quotient when the divisor is large the use of the following or a similar illustration may be helpful: in dividing 78,389 by 38, we see that 3 is contained in 7 two times, with a remainder of 1, giving 18 to contain 8, the second figure of the divisor. As 18 contains 8 twice, two is the first figure of the quotient. When there are three figures in the divisor it is sometimes necessary to consider the third figure.

The drill to be given in factoring, and in the various operations in common fractions and decimals, must be thorough and exhaustive.

In compound numbers—omit all examples in *addition*, *subtraction*, *multiplication* and *division*. Explain briefly the processes. Teach thoroughly, however, how to change from a higher to a lower denomination, and from a lower to a higher; also, how to change to the fraction or the decimal of a higher denomination.

Omit all work involving the *metric system* as this is of no practical use to the Grammar school student. It will be taught

in the High school whenever needed for the work in Chemistry and Physics. Explain briefly what the metric system is and how the tables are formed.

Use the equation and the algebraic solution of problems in the Seventh and Eighth grades, also teach the simpler rules of mensuration, making actual measurements whenever possible.

In "business arithmetic" use only practical methods.

COURSE OF STUDY IN ARITHMETIC.

FIRST AND SECOND GRADES.

In these grades number work incident to the other work is to be given. The 45 combinations, *as such*, are not to be taught. A copy of Speer's Primary Arithmetic will be furnished as a desk book. In this may be found many valuable suggestions as to the teaching of comparative magnitudes. In comparing objects, use things that may be of use afterward as far as possible. Give the children daily practice in this work—in the Second grade especially.

Teach counting by the use of objects—also the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc., by cutting an object or by using separate groups of objects.

Pupils must be taught to use the same exactness in making figures as in writing letters, lining them horizontally or vertically, with correct spacing.

During the last three months in the "A" Division of the Second grade the pupils are to be taught to

count by tens to 110

count by fives to 50

count by twos to 50

To count by ten from any given number, as 3, 13, 23, etc., and to write and to read accurately numbers of two periods.

THIRD GRADE—"B" DIVISION.

The systematic training in the use of numbers is to be begun in this grade. The combinations in addition and subtraction are to be taken in the order indicated, and the work in one combination must be finished before passing to the next. Addition is the most important of the fundamental operations and the one in which pupils are the most frequently deficient. *Do not allow any pupil to find the sum of numbers by counting.* As soon as the pupil has learned that $2+3=5$ he shall be led to see that $2+13=15$, $2+23=25$, etc. Simple problems with these combinations should be given at once, and the children should be encouraged to make problems of their own. After addition, subtraction of the same group is to be taken up.

First combination	}	3	4	3	8
Subtraction of same	}	2	5	9	2
		—	—	—	—
Second combination	}	2	4	7	1
Subtraction of same	}	6	8	2	9
		—	—	—	—
Third combination	}	4	6	7	4
Subtraction of same	}	9	3	9	6
		—	—	—	—

As soon as a few combinations are learned the pupil should apply his knowledge in the addition and subtraction of work involving these combinations; nor should he proceed to learn more until he is able to use the combinations already learned in every position in which they can occur.

Always keep the combinations that you use in the addition of any column before the pupils until you are certain that the combinations are learned.

NOTE. 1. Do not require the addition of a column containing combinations not previously thoroughly learned.

2. Give many oral problems on each combination. Use tens with one of the unit figures.

3. Continue the work of comparison. For suggestions see Speer's Primary Arithmetic, teachers' edition.

The pupils are expected at the close of this grade work to write numbers correctly; to add five or seven numbers of two periods,—the columns containing only such combinations as are found in the first three exercises. It is expected that they will be able to make and solve simple problems in addition and subtraction,—to subtract readily and accurately numbers involving combinations learned.

4. The teacher will use the terms subtrahend, difference, minuend and sum. Do not stop to teach these terms to the pupils, for they will soon acquire them.

5. Work until you can have the pupils study the number lesson. You will accomplish little with *your* work. It is the work of the pupil, himself, that tells.

THIRD GRADE—"A" DIVISION.

Complete addition and subtraction, taking up the combinations as indicated in the following exercises:

Fourth combination	}	3	5	3	7	5
Subtraction of same	}	7	0	5	8	5
		—	—	—	—	—
Fifth combination	}	2	6	8	7	
Subtraction of same	}	5	7	3	1	
		—	—	—	—	
Sixth combination	}	1	5	3	3	
Subtraction of same	}	8	9	4	7	
		—	—	—	—	
Seventh combination	}	9	6	7	4	
Subtraction of same	}	2	1	7	4	
		—	—	—	—	
Eighth combination	}	5	3	5	5	
Subtraction of same	}	8	3	6	1	
		—	—	—	—	
Ninth combination	}	6	2	7	4	
Subtraction of same	}	6	2	4	1	
		—	—	—	—	

Tenth combination	}	9	5	1	1	
Subtraction of same	}	8	7	2	3	
		—	—	—	—	
Eleventh combination	}	9	8	8	2	9
Subtraction of same	}	9	8	6	4	6
		—	—	—	—	—

See notes under "B" Third. Do not fail to give exercises involving comparison. At the close of this term's work pupils are expected to add numbers of two periods, six or seven in a column, with accuracy and fair rapidity; also, to perform subtraction and to make and solve simple problems involving the processes learned.

FOURTH GRADE—"B" DIVISION.

Continue work in addition and subtraction, giving problems to be solved that require the use of these processes. Give problems containing two steps for oral work. Continue work in comparisons. Learn simple aliquot parts of \$1.00—of 100. Give some simple problems involving the parts of \$1.00. Teach multiplication and division. As soon as the pupil has learned that 2×3 are 6 and 3×2 are 6, teach him to multiply 23 by 32, 323 by 23. Then, before proceeding further with multiplication, teach division, as 6 divided by 2=? 2)66, 3)666, etc.

Give many simple problems involving the processes of addition, subtraction, multiplication, or division. Give these problems frequently in writing, requiring the pupils to get the thought by reading, not by hearing the problem. Require clear statements in the solution of problems. The first term's work in multiplication and division is to include all products of single numbers up to 5×6 and corresponding quotients. Teach short division only during this term. Aim to have the pupil accurate and to obtain ease in the handling of numbers. This can be done only by being thorough as you proceed. Teach the terms multiplier, multiplicand, product, divisor, dividend, quotient, etc.

The pupil at the close of this grade's work will be expected to multiply accurately, and with fair rapidity, numbers of one period by numbers of one period—thus, 563 by 245, with short division corresponding; no number used to be larger than 6. To add and subtract numbers, to solve simple problems containing one condition, to solve a few simple problems containing two conditions, etc.

Roman numerals to 1000 to be taught.

FOURTH GRADE—"A" DIVISION.

Continue addition and subtraction, giving many simple problems, orally and in writing, involving these processes. Complete multiplication and division—the work to be done as indicated in "B" Fourth. Teach long division as indicated in general directions. Give many simple problems, involving in the operation the processes of division and multiplication. The terms minuend, subtrahend, quotient, difference, remainder, sum, divisor, dividend, to be taught; also, division and multiplication by 10, 100, 1000, 20, 200, 2000, etc.

The factoring of simple numbers into two factors—as $2 \times 6 = 12$, $3 \times 5 = 15$, etc.

State Advanced Arithmetic (in hands of teacher) to page 43; also, pages 46, 47, 48, 49.

FIFTH GRADE—"B" DIVISION.

State Advanced Arithmetic (in hands of pupil) to page 67. *Continue problems involving fundamental operations.* Require clear and exact statements in the solution of all problems. Continue drill in the fundamental operations. Teach (without text book) the writing and reading of decimal fractions; also, addition and subtraction of fractions, both common and decimal, common denominator less than 100, and to be found by inspection. Cancellation should be taught in this grade; also, simple problems in United States money. As an

introduction to compound numbers *liquid measure* may be taught—to be illustrated with problems.

Bailey's Mental Arithmetic to page 35.

FIFTH GRADE—"A" DIVISION.

Factors—State Advanced Arithmetic, pages 63 to 71. Complete Advanced Arithmetic to page 83. Omit difficult problems on pages 70 and 71. Multiplication and division of fractions, both common and decimal. All complex fractional forms should be avoided in this grade, and many simple problems should be given. Continue practice drill in fundamentals. Teach U. S. money thoroughly. In addition to liquid measure teach linear measure, both measures to be illustrated by simple problems.

Bailey's Mental Arithmetic to page 48.

SIXTH GRADE—"B" DIVISION.

Thorough drill in fractions—decimal and common—pages 72 to 115 inclusive, omitting contracted multiplication and contracted division of decimals. Find area of rectangle, of a right triangle.

Bailey's Mental Arithmetic to page 56.

SIXTH GRADE—"A" DIVISION.

Continue drill in fractions and decimals. No. 1 of short methods of multiplication; No. 1 of short methods of division; bills, page 119; weights and measures, pages 122 to 150—omitting surveyor's measures and all metric measurements. Explain briefly the processes of addition, subtraction, multiplication and division of compound numbers, but omit the problems as they have no practical value.

The change from lower to higher denominations, or from higher to lower, should be thoroughly taught; also, how to change to the fraction or decimal of a higher denomination.

Give such attention to carpentering, plastering, stone and brick work, and lumber measure, that the pupil may understand the methods used in computing these measures. By the time he needs to use this knowledge he will have no trouble in making the computations.

Bailey's Mental Arithmetic to page 80.

SEVENTH GRADE—"B" DIVISION.

Commence the use of the equation; longitude and time in connection with Geography; "California Measures;" denominate numbers, pages 158-168. Do not take the time to work all of these problems. United States money, pages 168-171. General analysis and proportion. Give mental work in percentage. Do not neglect the handling of numbers in fractional forms. Give drill in lessons on pages 181-182.

Bailey's Mental Arithmetic to page 94.

SEVENTH GRADE—"A" DIVISION.

Continue the use of the equation; give drill on lessons on pages 181-185; profit and loss. Omit many of the problems; also, duties and stocks. Teach interest, pages 204-214. Touch very briefly upon partial payments and compound interest.

Bailey's Mental Arithmetic to page 114.

EIGHTH GRADE—"B" DIVISION.

Analysis, proportion, partnership, commission, insurance, taxes, and the subjects named in the "A" Seventh grade work. Study discount, pages 219-220; accounts, pages 221-228. Give many practice problems. Omit exchange.

Bailey's Mental Arithmetic.

EIGHTH GRADE—"A" DIVISION.

Review briefly the principles taught in the preceding Grammar grades. Study powers, roots and mensuration, pages 237-256, 257-261.

Prince's Arithmetic by grades. Nos. VII and VIII may be used in Seventh and Eighth grades as supplementary to the State text-book.

NINTH GRADE.

Elementary Algebra.—Smith's Elementary Algebra used as a text. Three recitations a week. No definite assignment of work. As much of the text will be taken as can be thoroughly mastered.

Geometry.—Hall & Stevens' Euclid used as a text. Two recitations a week. Work subject to the same conditions as that in Algebra.

Language, Grammar and Composition

FIRST GRADE—"B" DIVISION.

Brief stories about familiar and attractive objects should be told or read to the children and made the basis of oral reproduction. Complete and accurate statements should be required from the beginning. The pupils may be required to describe minutely and accurately actions performed in their presence, either by the teacher or by one of the class. Pictures also furnish excellent material for leading the children to talk fluently and intelligently. The principal words of the reading lesson may be used in original sentences. The work in this division is to be entirely oral.

FIRST GRADE—"A" DIVISION.

Continue the work of "B" Division. The pupils in this division should be taught to copy short sentences correctly and to make statements, oral and written. All mistakes in oral expression should be corrected. The pupils may copy and complete sentences from which words have been omitted.

The use of capitals at the beginning of a sentence and in writing the names of persons or places, also the use of the period or question mark at the end of the sentence.

Full oral answers to all questions should be required. The correct use of such words as *to, too, two; knew, new; here, hear*, etc., should be taught.

SECOND GRADE—"B" DIVISION.

The lessons in Literature, History, Geography and Science will furnish abundant material for Language lessons. Especial attention should be given to *oral* expression.

Full and complete answers to all questions must be required, but the pupil should be given time to arrange his thoughts before he is required to speak.

The correct use of personal pronouns should be taught by the use of sentences. For the sake of exactness the pupils should be required to copy sentences or paragraphs. Each one should be taught to write his own name and address with correct abbreviations or initials, and the use of the period after abbreviations.

The correct use of the following and similar words: *Whole, hole; weather, whether; were, where; great, grate; pear, pair.* In addition to the work outlined above the correct use of the following words may be taught by having the pupils fill in blanks in sentences: *Am, is, are, were, was, see, saw, seen, etc.*

SECOND GRADE—"A" DIVISION.

Review work of the "B" Second, supplying, so far as possible, new work on the same line. Teach the correct use of the names of the days and months, including capitalization, spelling, abbreviations; also the writing of dates. Have the pupils write their residence, giving street, number, city, county, state. Supply omitted words in sentences and teach the proper use of the words: *give, gave, write, wrote, grow, grew, lie, lay, ring, wring, wrung, sing, sang, etc.* Punctuation, same as preceding grade, also the use of the comma in word series and explanatory words or appositives.

THIRD GRADE—"B" DIVISION.

In this grade careful attention is to be given to oral and written work. Pay strict attention to mechanical details. Reproduction of short stories. Exercises in using the names of persons, places, months, days and weeks, in sentences. Sentences given to perfect the pupil in the use of punctuation marks previously learned. Require pupils to speak before the class on some subject. Require clear and accurate expression. Teach the correct use of *this, that, good, better, best, much, more, most, little, small, etc.*

Teach by sentences and conversations the use of such words as *well, nicely, slowly, entirely, very, quickly, much, farther, etc.*; also teach contracted forms, as *won't, don't, doesn't, hasn't, isn't, etc.* Review pupils in work of preceding grades, using original exercises. For oral or written exercises, require pupils to reproduce in their own words the thought of the lesson. Have pupils write letters to relatives or friends, also a history of the day's events, etc.

NOTE. The work outlined for the different grades is by no means to be the entire work of each grade. It is simply an indication of the line of work that the teacher is required to follow in a certain grade. Teachers in this grade and in succeeding grades to the "A" Sixth will record in a book, furnished for this purpose, an outline of all written lessons given to the pupils. We mean by this that whatever of outline is given to the pupils by class instruction or otherwise, is to be recorded. Paste under each lesson or outline an average paper of some member of the class.

Teachers of the Third grade will commence the use of the dictionary. It is not expected that classes of this grade will be able to use the dictionary much, but it is expected that a beginning will be made. Teachers of higher grades will continue the use of the dictionary so that at the end of the "A" Fifth grade all pupils may be familiar with its use.

In the Third and Fourth grades it is suggested that all written exercises on a given subject be made on paragraph subjects only. That is, if the pupil is to write on a given subject, the first composition, be it ever so short, shall be on one phase of the subject. This does not prevent many compositions being written on the same subject, using different phases. This will prevent much rambling.

In the Fifth grade, where paragraphing is taken up, teachers will find it an advantage to use the work of the Third and Fourth grades to illustrate the paragraph. For the formal

preparation of papers for written work, and for method of marking papers for correction, see the leaflet entitled "Correction and Preparation of Papers."

THIRD GRADE—"A" DIVISION.

Continue the same line of work as in preceding grades, making it broader and deeper. Teach the use of the apostrophe. Be certain that pupils have ideas about things before they are required to talk or write about them. Have pupils expand into sentences or stories suggestive words or phrases.

NOTE. (See note after "B" Third.)

FOURTH GRADE—"B" DIVISION.

Oral and written exercises. Accustom pupils to clear expression of thought in all school work. Use the reading and observation lessons, pictures, natural objects, including forms of land and water; instruction to be such as shall best develop perception and expression. Short stories read or told to the pupils and reproduced by them. Have pupils read silently short pieces of literature and reproduce the thought orally or in writing. Give much attention to this suggestion. Review all form work of previous grades. Teach pupils to write simple abbreviations and contracted forms, the division of a word at the end of a line, possessive forms, etc. For other suggestions in language, see the first thirty lessons in "Language Lessons," State Series. Books in hands of pupils. Continue the composition work of the previous grades, drawing material from the Science work and other lessons.

NOTE. (See note after "B" Third.)

FOURTH GRADE—"A" DIVISION.

Give attention to simple paragraphing and letter writing. Review work of previous grades. Give special attention to word forms, such as plurals, possessives, verbs, pronouns. For other suggestions see first sixty lessons in "Language Lessons."

NOTE. (See note after "B" Third.)

FIFTH GRADE—"B" DIVISION.

Teach paragraphing in connection with the reading lessons. Select the paragraph subject in each paragraph; then require the pupil, after reading the lesson carefully, to reproduce under the proper paragraphs as much of the thought of the lesson as he can. Continue the form work suggested in the preceding grades.

State Language Lessons to lesson 84.

FIFTH GRADE—"A" DIVISION.

Frequent dictation exercises may be given with especial attention to paragraphing; also, to the common marks of punctuation, including quotation marks. The pupils should be tested frequently in the work of the preceding grades, such as the form part of letter-writing, plural forms, verb forms, etc. Many written exercises should be given, using for subject-material *all* school work, books read, trips made, music heard, pictures seen, etc. Require talks on original subjects, after giving pupils time to arrange their thoughts. Books read, and the characters admired or disliked, furnish suitable subjects for these exercises.

State Language Lessons to lesson 95.

GENERAL DIRECTIONS**FOR SIXTH, SEVENTH AND EIGHTH GRADES.**

1. After any group of lessons has been completed the teacher will give many oral and written exercises to establish firmly the principles to be learned, giving careful attention to correct spelling, punctuation and expression.

SPELLING.

2. Require each pupil to keep an individual list of words for study; have him include in this list all words to which he has to refer for correct spelling, all mis-spelled words, and such other words as the teacher may direct.

PUNCTUATION.

3. The pupils at the close of the sixth year should be able to use correctly the period, interrogation point, exclamation point, quotation marks and the comma.

See rules for punctuation.

EXPRESSION.

4. Strive for clear short sentences. Require pupil to closely examine each sentence to see that it expresses in the best manner what is intended. Avoid all long loose sentences.

UNIFORMITY.

5. Teach all forms and nomenclature, unless otherwise specified, as laid down in text-book. This is of importance and should be strictly followed.

6. In the study of a sentence pursue the following method, taking up the steps as they are reached in the text-book:

- (a.) Underline as in lesson 12.
- (b.) Rearrange the sentence, writing it as in lesson 11.
- (c.) Underline the "Bare Subject" and the "Bare Predicate" as indicated in lesson 11.
- (d.) Expand the analysis, using the form found in lesson 69.

7. "Tabular Analysis" is to be used as a means of expressing readily in form what the pupil knows of the sentence. It is to follow oral work, not to precede it.

8. As soon as the pupils are able, require them to apply punctuation in accordance with the printed "Rules of Punctuation."

9. Give frequent reviews of the Language Work of preceding grades.

10. Let each principle learned by a pupil be fixed by varied and careful drill in composition. Give varied exercises in composition to make everything a part of the pupil's available

knowledge. Utilize work in science, literature, and other studies in your composition work. See that the pupil puts into practice, in *all* his exercises, written or oral, that which he has had in his language work; in other words, make *all* exercises language exercises.

SIXTH GRADE—"B" DIVISION.

Revised State Grammar to lesson 38.

The principal parts of the following verbs are to be learned, with the correct use of the forms, and much oral and written practice. As soon as the principal parts of the first verb are learned apply the following: The helpers *can, could, may, must, might, shall, will, should, would, do, does and did* are used with the first form or present tense; all other helpers are used with the third form or past participle. No helper is ever used with the second form or past tense. (See appendix of Grammar for forms.)

- | | | |
|-------------|-----------|----------------------|
| 1. be or am | 7. know | 13. lie (to recline) |
| 2. see | 8. choose | 14. forget |
| 3. go | 9. begin | 15. fly |
| 4. fall | 10. blow | 16. come |
| 5. do | 11. arise | 17. break |
| 6. grow | 12. know | 18. bid |

and other verbs, if time permits.

See General Directions for Sixth, Seventh and Eighth grades.

Use lessons 246 to 254 for reference.

SPECIAL DIRECTIONS

FOR SIXTH GRADE TEACHERS.

After lessons 1, 2 and 3 have been learned give many oral and written separate sentences about common things and experiences. Have several short compositions, oral and written, on outside subjects, giving close attention to sentence structure.

Dictate some simple prose with same purpose in view. Impress upon the pupil that the same care in sentence structure *must be given in all* future exercises. When the pupil has a clear idea of the subject required to be taught in the group, pass to the next.

After studying 4, 5 and 6 (keeping in mind 1, 2, 3) give short compositions, oral and written, with topics for paragraph suggested, first by the teacher, second by class, third by individual pupil.

After lesson 7 dictate a few simple poems, giving close attention to all matters referred to in lesson 7.

With lessons 9 and 10 give short compositions, oral and written.

In the study of lesson 11, have parts of sentences marked as in lesson 12.

Have exercises in dictation, also short original composition with underlining as in lesson 12. After lesson 22 and 23 have paraphrasing of other simple prose and poetry. With lesson 45 and 46 use other extracts in prose and poetry. Have short original descriptions, oral and written. With 57 use other simple poems containing conversation.

SIXTH GRADE—"A" DIVISION.

Revised State Grammar. Lessons 9, 10; 183, 184; 38 to 55; 102, 105, 106, 113, for lessons on spelling of plurals, the possessive of nouns in common use, and irregular gender forms in common use; 57, 63, 67, 68, 70, 71, form study only; 83, 97; the principal parts of the verbs given below, following closely the instructions given for "B" Division.

See appendix for forms.

1. rise	8. throw	15. shoot
2. see	9. eat	16. spit
3. sing	10. strive	17. burst
4. speak	11. get	18. drink
5. run	12. sit	19. lay
6. swim	13. set	20. hear
7. tear	14. lose.	21. sing

The teacher is at liberty at this point to introduce diagramming if deemed advisable.

LANGUAGE.

SEVENTH GRADE—"A" AND "B" DIVISIONS.

During this year special attention is to be given to the expanding of the sentence into the paragraph, the paragraph still preserving strength, clearness and unity.

Study many pieces of literature with the view of giving the pupil the ability to select readily paragraph subjects. After the pupils are able to make the paragraph headings, require them to reproduce the thoughts of the author in their own words, and always in good clear sentences. From this line of work pass to original work; having the pupils prepare paragraph headings before attempting to write. The plan should always be prepared before the structure is begun. Dictation exercises, stories suggested by words, phrases, sentence pictures, visits, also letter-writing, etc., will give sufficient range to furnish a full year's work.

SEVENTH GRADE—"B" DIVISION.

Revised State Grammar, lessons 55 to 101, omitting lessons taken in Sixth grade. Review principal parts of verbs already given. Use them as in lessons 27 and 209. Study lessons 210 and 211. Take lessons 101 to 116 inclusive.

SEVENTH GRADE—"A" DIVISION.

Review lessons 56 to 101. After reviewing take in advance lessons 101 to 155. Study principal parts of verbs on page 275-276. Use as in lessons 27 and 209. Study lessons 210 and 211.

EIGHTH GRADE.

The suggestions for the Sixth and Seventh grade Language Work are equally applicable to the Eighth grade. The pupil, being able to write a good sentence and a good paragraph, is able to write a good composition. Continue the work laid down

for the Sixth and Seventh grades, but during the Eighth year special attention is to be given to the expansion of the paragraph into the composition, retaining the same qualities, strength, clearness, and unity. Have frequent written exercises, as pupils can only learn to write readily by practice.

Analysis of simple prose and poetry, following closely the plan outlined in general directions. Study in connection with lessons 11 and 12, lesson 229. In connection with lesson 24 study lesson 230. Review lessons 108 to 126. After reviewing take in advance lessons 155 to 191. Principal parts of verbs on pages 277 to 279. Use as in lessons 27 and 209. Review lessons 210 and 211.

NINTH GRADE.

ENGLISH.

First Book in Writing English. One recitation a week, the work to be continued as far as time will permit. Further study of word analysis. The teacher will find Scott & Denny's Paragraph Writing of assistance in the work of this year.

LATIN.

Students who intend to take the Classical, Literary or Scientific course in the High School will be required to take Latin in the Ninth year. The First Latin Book completed, and the New Gradatim are made the basis of work and practice. During the latter half of the year the students are to be made familiar with the use of the Latin Grammar. Thorough drill upon the forms. Study of syntax and careful training in analysis and parsing.

Spelling

In the lower grades, to the Third grade inclusive, oral spelling should largely predominate, and close attention to phonics should be given.

In grades above the *Third*, in addition to the lessons assigned in the Spelling Book, pupils must be required to keep individual lists of words for study. These lists should include all mis-spelled words, all words to which reference is needed to secure correct spelling, and such other words as the teacher may direct.

Teachers will assign paragraphs for study with especial reference to the spelling and form of words, and require pupils to reproduce from *dictation* the lesson assigned and studied, discussing the spelling, punctuation, forms of the possessives, plurals, etc. Special attention must be given to the division of words into syllables and to the use of the diacritical marks.

The simple rules for Spelling are to be taught from the Fourth to the Eighth grades inclusive. Frequent reviews of mis-spelled words should be given.

Do not hesitate to give a good quantity of the old-fashioned oral spelling. Filling blanks, writing and defining, do *not* do the work. The results of written spelling have proved most unsatisfactory, unless accompanied by numerous oral exercises. It is customary for the teacher to write the spelling lesson on the black-board and to require the children to copy it for study. Pupils are required to do altogether too much copying and writing and their eyes and nerves suffer from it. Spelling can not be successfully taught without persistent and long continued oral drill.

The State Speller is to be used in all grades from the Fifth to the Eighth inclusive.

Words selected from any other Speller, and lists of words selected from any of the other lessons may be used to supplement this work.

The assignment of work in the State Speller is as follows:

FIFTH GRADE, "B" Division—to page 30.

" " "A" Division—to page 60.

SIXTH GRADE, "B" Division—to page 95.

" " "A" Division—to page 120.

SEVENTH GRADE, "B" Division—to page 150.

" " "A" Division—to page 168.

EIGHTH GRADE—from page 168.

Rice's Rational Speller may be used as supplementary in any of the grades.

History and Geography

FIRST GRADE.

(a.) LOCATION, DIRECTION AND DISTANCE.

Teach by using desks, school-room, school-yard and the homes of the children. For suggestions see Long's Home Geography.

(b.) STORIES.

The Indians.—Their homes, haunts and modes of living. Read to the children from Longfellow's "Hiawatha" the following: "Hiawatha's Childhood" and "Hiawatha's Fishing." If possible have Indian relics and articles of Indian workmanship brought to the school-room.

The Brown People.—(See Frye's Primary Geography, lesson 88.) Story of the "Little Brown Baby," in "Seven Little Sisters." Before telling this story read or tell about "The Round Ball that Floats in the Air."

The Esquimaux.—The "Story of Agoonack," in "Seven Little Sisters." Have the children model and draw Agoonack's home, and then give an oral description. (See Frye's Primary Geography, lesson 90.) Read to the children from Schwatka's "Children of the Cold."

Heroes.—Columbus and Washington. Observe the birthday of Washington and call attention to our other national holidays. Consult "Story of Columbus," by Mara L. Pratt, and "The Story Hour," by Kate Douglas Wiggin.

SECOND GRADE.

(a.) Teach location, direction and distance by including the prominent objects in the neighborhood, and by using the yard, the foot and the mile as units of measurement. Teach the eight principal points of the compass. Draw plan of the school-room and school-building and a map of the school-yard.

(b.) OBSERVATION LESSONS.

Upon the surface features of land and water as illustrated in Berkeley and vicinity.

Upon the rain-drops, their journeyings and the work they have to do.

Upon the soil.

Read to the children, "The Water-bloom," by Celia Thaxter; "Iris," by Mrs. Wilson; "If I were a Sunbeam," by Lucy Larcom; the first six chapters of "Brooks and Brook Basins," by Frye.

(c.) STORIES.

The Indians.—(See Frye's Primary Geography, lesson 91.) Read to the class, "Hiawatha's Friends" and "Hiawatha's Sailing."

The Arabs.—(See Frye's Primary Geography, lesson 92.) Read the story of "Gemila," from "Seven Little Sisters."

The Swiss.—(See Frye's Primary Geography, lessons 93 and 94.) Read the story of "The Little Mountain Maiden," from "Seven Little Sisters."

THIRD GRADE—"B" DIVISION.

(a.) Draw a map of Berkeley in outline. Upon the map of the town have the pupils point out and tell the streets, the direction, the distance in going to their homes, and to other familiar places in the town.

(b.) OBSERVATION LESSONS.

Upon the forms of water; liquid, solid, steam and vapor, and the conditions under which each is assumed. Name some of the uses of each.

Upon the atmosphere; the dry and the rainy season, when each occurs, the duration of each, and the prevailing winds.

Upon valleys, canyons, plains, shore forms and the work of the water on the shores of Berkeley and vicinity.

Read to the class or have them read the first eight chapters of Frye's "Brooks and Brook Basins;" also, the following: "The Winds and the Clouds," by Mrs. Wilson; "The Wind Song," by Robert L. Stevenson; "The Wind and the Moon," by George McDonald.

(c.) STORIES.

The Yellow People.—(See Frye's Primary Geography, page 87.) The story of "Pen-Se," from "Seven Little Sisters."

The Black People.—(See Frye's Primary Geography, page 86.) The story of "The Little Dark Girl," from "Seven Little Sisters."

THIRD GRADE—"A" DIVISION.

(a.) Map of Alameda County drawn to a scale. Locate on this map the principal towns and cities and the principal railways. Imaginary trips to points of interest within the county, to San Francisco and to other places of interest about the Bay. Tell the children about the early settlement of Alameda County and of Berkeley. Study of the soil, climate, productions and industries. In the preliminary study of the maps of Alameda County and of California, have the map outlined on the floor of the school-room when possible, giving proper attention to points of compass, etc.

(b.) OBSERVATION LESSONS.

Upon the beginning and growth of plant life. (See Frye's Primary Geography, lessons 108-115.)

Upon animals and insects.

Read to the class the last three chapters of Frye's "Brooks and Brook Basins."

(c.) STORIES.

The story of "Kablu, the Aryan Boy," from "Ten Boys on the Road."

FOURTH GRADE—"B" DIVISION.

(a.) With the globe, teach the form and the grand divisions of the earth, the daily and annual motions. Explain the effect of each motion. (See Frye's Primary Geography, lessons 30-36.)

Model and draw a map of the State and have it carefully studied. Teach the drainage basins and their boundaries; the mountain chains and mountain passes. Locate the principal cities, towns and railway lines. Study the climate and the vegetable and animal life. Use as a Reader the State Elementary Geography, pages 60-88.

(b.) OBSERVATION LESSONS.

On temperature, winds, clouds, seasons, altitude, etc., in their relation to the climate in California. In both divisions of the Fourth grade require the pupils each to keep an observation weather chart for each day, in the following or a similar form:

Weather Chart for the week ending

Kept by **Fourth Grade** **Division** **School**

	Fair or Cloudy	Rain or Fog	Direction of Wind	Temp at 9, 12, 3	Forecast for To-mor.	REMARKS
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

On the distribution of plants and animals in California; their dependence upon temperature, moisture, soil and food.

(c.) STORIES.

The story of "Darius, the Persian Boy," from "Ten Boys

on the Road;" "How Balboa discovered the Pacific Ocean;" "The story of Sir Francis Drake;" "Cabrillo;" "First Voyage Around the World."

FOURTH GRADE—"A" DIVISION.

(a.) Continue the study of California. Study in a general way the neighboring States of Oregon, Washington and Nevada; also, an outline study of North America by topics, as follows:

Coast line, indentations, mountain systems, rivers and river basins, neighboring islands, climate, productions.

(See State Elementary Geography, pages 34-44.)

Study about productions, manufactories, mining, commerce, population and early history of California.

(b.) OBSERVATION LESSONS.

On the distribution of population and the races of mankind.

On the succession of day and night and of the seasons.

On the stars.

Read chapters 9 and 10 in Frye's "Brooks and Brook Basins."

(c.) STORIES.

The story of "Cleon, the Greek Boy," from "Ten Boys on the Road;" the story of the "California Missions," (visit Mission Dolores, San Francisco;) the story of the "Donner Party;" "The Discovery of Gold;" "Fremont."

FIFTH GRADE—"B" DIVISION.

(a.) General Study of the world as a whole, from the globe and from maps. Study thoroughly the United States. State Elementary Geography, pages 48-63. Study by outline British America, Mexico, Central and South America, according to the following topics: Coast line, mountains, rivers, climate, productions, principal cities.

(See State Elementary Geography, pages 88-103.)

(b.) OBSERVATION LESSONS.

On causes of forests, prairies and deserts as illustrated in the United States. Correlate with science experiments. (See Course in Nature Study.)

(See Fourth grade course for Weather Chart, to be kept for *this* year by all students in the *Fifth grade* also.)

On the causes for the location and growth of the great commercial cities, as New York, Chicago, San Francisco, etc.

On the causes for the location and growth of the great manufacturing cities, as Lowell, Pittsburgh, etc.

FIFTH GRADE—"A" DIVISION.

(a.) Study briefly Europe, Asia, Africa and Oceanica by the following topics: Coast line, mountain systems, plains, principal rivers, seas, chief peninsulas and capes, climate, coast islands and general productions. (See State Elementary Geography, pages 103-130.)

Review the stories previously read from "Ten Boys on the Road" in connection with the study of Western Asia and Southern Europe, the seats of early civilization. A special study of Norway and Iceland. Draw a map illustrating the voyages of the Northmen.

(b.) OBSERVATION LESSONS.

On Ocean currents and their influence upon climate.

On the influence of physical surroundings on the Northmen.

(c.) STORIES.

Stories of Norse and Icelandic life; "The Little Post Boy," and "Jon of Iceland," from Taylor's "Boys of Other Countries."

Account of the discovery of North America by the Northmen.

Brief account of the Crusades. Adventures of Marco Polo.

REFERENCES.

Book of American Explorers.—*Higginson*.

Discovery of America —*Fiske*.

Feats of the Fiord.—*Martineau*.

Zig-zag Journeys in Northern Lands.—*Butterworth*.

SIXTH GRADE—"B" DIVISION.

(a.) GEOGRAPHY.

Outline of *Eurasia*. Give especial attention to the study of Spain, Portugal, France, Italy and Holland. Leave the special study of British Isles to "A" Division.

Read to the class the story of "Horatius, the Roman Boy," from "Ten Boys on the Road." Read Macaulay's "Horatius." Draw a map, tracing the voyages of Columbus and his companions, the Cabots, Vesputius.

(b.) HISTORY.

The world as known to the ancients. Condition of Europe at the time of Columbus. *Gutenberg*. The mariner's compass. Voyages of Columbus, the Cabots, Pinzon, Vasco da Gama, Vesputius, Balboa, Magellan, Ponce-de-Leon and De Soto.

SIXTH GRADE—"A" DIVISION.

(a.) GEOGRAPHY.

Special study of British Isles. Study of North America. State Advanced Geography, pages 43-48. Dominion of Canada, Mexico, Central America, South America. State Advanced Geography, pages 92-104.

Read from "Ten Boys on the Road" and discuss with the class the stories of "Wulf, the Saxon Boy;" "Gilbert, the Page;" "Roger, the English Lad."

Use outline maps and trace the voyages of Drake, Cartier, etc.

(b.) HISTORY.

Ivanhoe Historical Note Book, Part I. Continue the study

of the period of exploration, to be followed by that of colonization. Cartier and Champlain in Canada, Cortez in Mexico, and Pizarro in South America. England in the New World. Drake, Gilbert, Raleigh, Gosnold. The founding of Jamestown. The adventures of John Smith. The manners and customs of the Virginia colonists.

REFERENCES.

- History of the United States.—*Fiske*.
- Cortez, Montezuma, Pizarro.—*Pratt*.
- De Soto, Cortez, Columbus.—*Abbott*.
- Pizarro, Magellan, Drake, Raleigh.—*Towle*.
- John Smith.—*Simms*.
- Stories of the Old Dominion.—*Cook*.
- Book of American Explorers.—*Higginson*.
- Gutenberg, or the Art of Printing.—*Pearson*.
- Discovery of America.—*Fiske*.
- Faulkner's Hittell's California, Vol. I.
- Story of Liberty (chapters IV, V, VI, VII.)—*Coffin*.

SEVENTH GRADE—"B" DIVISION.

(a.) GEOGRAPHY.

Review of North America. Study the United States. (State Advanced Geography, pages 31-61.) Outline maps of Colonial America.

Read and discuss the story of "Ezekiel Fuller," from "Ten Boys on the Road."

(b.) HISTORY.

N. B. In the Seventh and Eighth grades Fiske's United States History is to be used as a supplementary Reader. Ivanhoe Historical Note Book, Part I.

Review of the English in Virginia. The Pilgrims in New England. The Puritans in New England. Roger Williams. King Philip's war. The founding of Maryland. The founding of Pennsylvania. The far South. The settlement of New Netherlands.

SEVENTH GRADE—"A" DIVISION.**(a.) GEOGRAPHY.**

Study of United States continued. State Advanced Geography, pages 62-89. Outline maps to illustrate the accompanying History.

Read and discuss the story of "Jonathan Dawson, the Yankee Boy," from "Ten Boys on the Road."

(b.) HISTORY.

Ivanhoe Historical Note Book, Part I. Overthrow of New France. Study of the Revolutionary period.

REFERENCES.

- History of United States.—*Fiske*.
- History of United States.—*McMaster*.
- Old Times in the Colonies.—*Coffin*.
- Stories of Colonial Children.—*Pratt*.
- Stories of Massachusetts.—*Pratt*.
- Pilgrims and Puritans.—*Moore*.
- The Making of New England.—*Drake*.
- The Making of Virginia.—*Drake*.
- The Beginnings of New England.—*Fiske*.
- Life of Paul Jones.—*Abbott*.
- Green Mountain Boys.—*Thompson*.
- The War for Independence.—*Fiske*.
- Boys of '76.—*Coffin*.
- Boston Town.—*Scudder*.
- Noble Deeds of Our Fathers.—*Watson*.
- King Philip.—*Abbott*.
- Miles Standish.—*Abbott*.
- Boston Tea Party.
- American Revolution.—*Fiske*.
- Guerber's Thirteen Colonies.
- Guerber's Great Republic.

EIGHTH GRADE.**(a.) GEOGRAPHY.**

State Advanced Geography, pages 11-31. Study of the territorial development of the United States by the use of outline maps. Asia, Africa and Oceanica. State Advanced Geography, 135-142.

(b.) HISTORY.

State History of the United States. Ivanhoe Historical Note Book, Part I. Review of the Revolutionary Period. The Critical Period. The Constitutional Period. Study of the industrial and territorial development of the country. McMaster's History of the United States will be found valuable in the study of the industrial development. Study of the Constitution.

REFERENCES.

History of the United States, to page 493.—*Fiske*.
History of the United States.—*McMaster*.
Critical Period of American History.—*Fiske*.
Boys of 1812.—*Soley*.
Boys of '61.—*Coffin*.
Stories of Invention.—*Hale*.
State Civil Government.

NINTH GRADE.

HISTORY.

Hand-book of English History, (Guest & Underwood.)
Five recitations a week throughout the year for all students. Give special attention to the study of manners and customs, to the development of political and religious freedom, the progress in literature and the fine arts, the growth of commerce and manufactures, and the bearing of all these upon the history of the United States. Teach the students how to study history. Have a theme assigned to each student; have him prepare a bibliography in proper form, develop an outline, and after the necessary study, present a carefully prepared paper as a part of the year's work. Gardiner's Hand-book of English History will be found invaluable as a book of reference.

Penmanship

Barnes' Vertical System has been adopted by the Board of Education, and pupils are expected to use the vertical style of penmanship in preparing all written work. The books are to be used in the grades corresponding to the number of the books: No. 1 in the First grade; No. 2 in the Second grade, and so on.

In the First grade pens and ink are *not* to be used. A *very* soft lead pencil will be furnished to the pupils of this grade, and teachers must exercise great care in securing a light and easy method of holding the pencil and of using it.

The handwriting of our pupils grows steadily worse from the Fifth grade and through the High School. This deplorable result comes from the great amount of outline work required in *copying*, paraphrasing and in the too frequent use of examinations and outline lessons. More oral work in all the grades and less writing must be given. Whenever *any written* work is required, see that the pupils have ample time to do the work neatly, and then require that the work be neatly done.

Drawing

This subject must be taught by the regular teacher of the grade under the direction of the special teacher in Drawing. In order to secure the best results, which should be uniform, the teachers of the different grades will meet the Drawing teacher for consultation and instruction whenever necessary during the year. The importance of thorough and systematic work in this department can not be over-estimated.

Morals and Manners

Good manners are the outcome of successive acts of civility. The teacher should, as far as possible, lead the children to good actions and civilities until they become habitual.

Children must not only be *taught* what is right but must *do* what is right. Character is formed by *training* rather than by *teaching*. Teachers can not lecture pupils into good manners nor can they change bad habits by fluent speeches.

Let the teacher remember that morals and manners are contagious. "If the teacher is easy and nerveless in his habit, the school will be dull and indolent; if he is cool and phlegmatic, the atmosphere of the school will be frigid and cheerless; if he is warm and affectionate, it will be genial and wholesome; if the master is of a bustling and noisy temper, whatever may be the discipline of the school, the pupils will be infected by it, and exhibit its effects out of doors even if it is repressed within the school walls. If there is a roughness and want of refinement in the teacher's address, all his awkward and ungraceful phrases and manners, greatly exaggerated, will reappear in the conversation of the scholars. The example of the teacher will be a thousand fold more potent than his precepts. He may attempt to chasten the rudeness of his pupils, and point out the importance and beauty of a refinement of manners, of a chaste and pure speech, of a gentlemanly and courteous behavior; but if, in his personal manners, he lacks these graces—if he speaks roughly, and merely nods his recognition as he meets his pupils, and is careless of his movements when before them—the powerful undertow of his example will sweep away from the memories of the children the unillustrated precepts of his lips. That the teacher then should be, in morals and manners a model for imitation, cannot be questioned. The silent, living example of the teacher will tell with lasting, wide-reaching effect on the impressible minds and hearts of childhood and youth."

Ten rules of politeness for children to know and observe:

1. To be polite is to have a kind regard for the feelings and rights of others.
2. Be as polite to your parents, brothers, sisters and school-mates as you are to strangers.
3. Look people fairly in the eyes when you speak to them or they speak to you.
4. Do not bluntly contradict any one.
5. It is not discourteous to refuse to do wrong.
6. Whispering, laughing, chewing gum or eating at lectures, in school, or at places of amusement, is rude and vulgar.
7. Be doubly careful to avoid any rudeness to strangers, such as calling out to them, laughing or making remarks about them. Do not stare at visitors.
8. In passing a pen, pencil, knife or pointer, hand the blunt end toward the one who receives it.
9. When a classmate is reciting do not raise your hand until after he has finished.
10. When you pass directly in front of any one or accidentally annoy him, say "Excuse me;" and never fail to say "Thank you" (not "Thanks") for the smallest favors.

The above are adapted from Dewey's "How to teach Manners," a useful desk-book for any teacher.

Vocal Music

The Natural Series, Shorter Course, consisting of Charts and Books I and II, has been adopted by the Board of Education. The following outline is given for general guidance, but a program in detail will be given to grade teachers at the beginning of each month.

Additional songs may be used in all the grades.

FIRST GRADE.

Vocal Drill.—Simple.

Tone Work.—Simple Interval Practice.

Songs, by Rote.—At least ten.

SECOND GRADE.

Vocal Drill.—Simple.

Tone Work.—Rapid Interval Practice.

Songs, by Rote.—At least ten.

THIRD GRADE.

Vocal Drill }
Tone Work } Difficult Interval Practice from Vertical
 Staff, Chart "A."

Songs.—Book I, pages 1-11 inclusive. Additional *Rote*
Songs.

FOURTH GRADE.

Vocal Drill }
Tone Work } From Staff.

Note Work.—Double Pointing Chart, "B;" also, Book I,
pages 29-87.

Songs.—Book I, pages 12-28.

FIFTH GRADE.

Vocal Drill }
Tone Work } Rapid Interval Work.

Note Work.—Chart "C;" also, Book I, pages 88-120.

Songs.—Book I, pages 121-138.

SIXTH GRADE.

Vocal Drill.

Tone Work.

Note Work.—Chart "D;" also, Book II, pages 39-89.

Songs.—Book II, pages 5-15.

SEVENTH GRADE.

Vocal Drill.

Tone Work.

Note Work.—Chart "E;" also, Book II, pages 90-125.

Songs.—Book II, pages 16-25.

EIGHTH GRADE.

Vocal Drill.

Tone Work.

Note Work.—Chart "F;" also, Book II, pages 126-138.

Songs.—Book II, songs 26-38.

Personality	{	Appearance.
		Address.
		Self-control.
Citizenship	{	Appreciation of Responsibility.
		Standing in School Community.
Mentality	{	Intellect.
		Emotion.
		Nature.
		Will.
		Cast of Mind.
Knowledge	{	Of the subjects outlined above.

Each Student knows that these five are *of equal weight* in making up his record. The effect is very marked.

PREPARATION FOR HIGH SCHOOL.

For the Algebra, Geometry, and English, given in addition to the regular work of this department to those who wish to go on to the High School, reference is made to the regular Ninth grade work of this Course of Study. Students are promoted from this department to the High School with privilege of all courses not requiring Latin.

HIGH SCHOOL

Students on entering the High School must select definitely their course of study, and this can not be changed at any time except at the *beginning* of a year, and then only at the request of the parent or guardian, and with the condition that all deficiencies in the course to which the change is made shall be removed.

A *full* course consists of *four units* of work for the entire three years, or twelve units in all. No one shall receive a diploma except upon the completion of a *full* course. Persons receiving diplomas of graduation from any course may be admitted to the corresponding course in the University of California or Stanford University without examination, on the recommendation of the Principal.

Special students will be received under the following restrictions:

1. At least two subjects must be taken.
2. The subjects chosen must be confined to the class in which the student has full standing and to the one immediately following.
3. The student must give satisfactory reasons to the Principal for pursuing special studies; must be diligent, prompt and regular in attendance. Failing in these provisions he will be debarred from further attendance.

Special students who finish three units of work for three consecutive years may receive certificates for the work done.

All students are urged to *complete* some course. The course may be completed in four years—three units each year instead of in three years of four units each year.

The *certificate* does *not* admit of a recommendation to the University.

Course of Study, Berkeley High School

Preparatory to the University			General Course
TO THE COLLEGE OF LETTERS.	TO THE COLLEGE OF SOCIAL OR NAT. SCIENCE	TO THE COLLEGES OF APPLIED SCIENCE.	NOT PREPARATORY.
Junior Year 1. English..... 2. Mathematics..... 3. History..... 4. Latin..... 5. Greek (half year).....	Junior Year 1. English..... 2. Mathematics..... 3. Latin..... 4. History.....	Junior Year 1. English..... 2. Mathematics..... 3. History..... 4. Latin..... 5. Physical Geography..... 4. French..... 4. German.....	Junior Year 1. English..... 2. History..... 3. Mathematics..... 4. Physical Geography..... 4. Latin..... 4. French..... 4. German.....
Middle Year 1. English..... 2. Mathematics..... 3. Latin..... 4. Greek.....	Middle Year 1. English..... 2. Mathematics..... 3. Latin..... 4. History..... 4. Chemistry.....	Middle Year 1. English..... 2. Mathematics..... 3. Chemistry..... 4. Latin..... 4. French..... 4. Drawing (three hours). 4. German.....	Middle Year 1. English..... 2. History, and two from the following: Mathematics, Chemistry, Latin, French, German, Drawing (three hours).....
Senior Year 1. Latin..... 2. Greek..... 3. American History..... 4. Physics.....	Senior Year 1. English..... 2. Latin..... 3. American History..... 4. Physics.....	Senior Year 1. English..... 2. Mathematics..... 3. American History..... 4. Physics..... 4. Drawing (three hours).	Senior Year 1. English..... 2. History, and two from the following: Mathematics, Physics, Latin, French, German, Drawing (three hours).....

English

JUNIOR YEAR.

SIR ROGER DE COVERLEY PAPERS, FROM THE SPECTATOR.

A Study of simple prose, presenting certain phases of character and society in Addison's time. An attempt to appreciate quiet play of humor and grace of style.

JULIUS CÆSAR.

Play to be studied as a work of art—looking into historic sources, stage setting, artistic development of plot, character presentation. Life of Shakespeare and English life of his day to be made as vivid as possible.

VISION OF SIR LAUNFAL.

A poem to be studied for its revelation of the beautiful things in nature and in human relations. Attention called to the exquisite delicacy with which the poet has handled the usual poetical devices.

CLASSIC MYTHS.

Twelve chapters, IV to XVII. Attention paid to acquiring an intelligent reproduction of the stories, and to the ability to distinguish between bare outline and filling in or coloring. A study of Greek thought and ideals as revealed in these products of the imagination. Abundant illustration of the embodiment of the myths in English literature.

WRITTEN COMPOSITION.

One period a week throughout the year. The processes of sentence and paragraph writing systematically studied, subject-material to be selected from all sources. A finished composition frequently required; during second term, a theme, calling for systematic research and organization of material.

MIDDLE YEAR.**CLASSIC MYTHS.**

Chapters XVII-XXXI, I-III. Narration and interpretation of the myths. Reading and critical study of some of the illustrative poems found in the text or referred to in the commentary. Introductory study of the origin of the Epic and Drama. Elementary study of Mythology in Art through the help of photographs. cursory review of the myths during the study of chapters I-III as illustrating the theories stated in those chapters.

MERCHANT OF VENICE.

Reading of the play by acts in class. Written outline of the several acts, and of the play as a whole. Paraphrasing of difficult passages. Memorizing of select passages. Study of Shakespearian peculiarities of syntax and of diction. Analysis of the characters and of the plot. Elementary study of the principles of dramatic composition. Comparison of the Merchant of Venice and Julius Cæsar. The History of the English Drama as a continuation of the study of the Drama begun with the Classic Myths.

FROM MILTON TO TENNYSON.

Thomson's "Winter." Goldsmith's "Deserted Village." Cowper's "The Winter Morning Walk." Burns' "The Cotter's Saturday Night" and "Tam O'Shanter." Coleridge's "The Ancient Mariner." Byron's "Selections from "Childe Harold" and "Manfred." Macaulay's "Horatius."

SILAS MARNER AND VICAR OF WAKEFIELD.

Treated topically. Author's life and character. The Geographical and social background of the story. Oral abstracts of chapters and of sections. Critical study of passages selected for their humor, pathos, character painting, and analytical force. Development of the characters as the story advances. Ethical teachings of the work. Comparison of the Novel as a form of literature with the Epic and the Drama.

WARREN HASTINGS.

Some study of the historical and geographical background but treated chiefly in its qualities as a narrative essay,—the sentence and paragraph structure, the unity and sequence of the details, the character and portrait sketches, etc. Written outline of the essay.

SENIOR YEAR.**FROM MILTON TO TENNYSON.**

Milton's "L'Allegro," "Il Penseroso," "Lycidas" and "Sonnets." Dryden's "Alexander's Feast" and "The Character of a Good Parson." Pope's "Epistle to Mr. Jervas" and "Epistle to Richard Boyle." Johnson's "The Vanity of Human Wishes." Gray's "Elegy" and "The Bard." Keat's "The Eve of Saint Agnes" and "Ode to a Nightingale." Shelley's "The Cloud," "To a Skylark" and "Sonnets." Wordsworth's "To a Skylark," "Tintern Abbey," "Laodamia," "Ode on the Intimations of Immortality" and "Sonnet to Milton." Clough's "Mari Magno—Prologue and the Lawyer's First Tale." Arnold's "The Scholar-Gypsy." Browning's "A Transcript from Euripides." Tennyson's "The Passing of Arthur."

Treated variously; some in detail, others as wholes, others simply read in class with occasional comment. General study of metrical forms. Chronological sequence of the poets.

The following outline is used in the detailed study of any poem: 1. Biographical sketch of the poet. 2. The place held by the poem in English Literature. 3. How classified. 4. Its metrical form. 5. The interpretation, sentence by sentence. 6. Summary of the contents of one stanza, of a group of stanzas, or of the whole poem. 7. The elements of the poem—man, nature, etc. 8. Its æsthetic qualities. 9. Its ethical value. 10. A careful comparison of the poem with others.

ORATIONS AND ARGUMENTS.

Burke's Speech at Bristol. Webster's Reply to Hayne. Macaulay's Speech on the Reform Bill.

Careful study of the precise meaning of the words from the context accompanied by frequent paraphrasing. The chief qualities of the style of the authors developed and illustrated by comparisons with one another and with other prose authors previously studied. Study of the various methods of reasoning and the tracing of the lines of argument. Determination of the principles enunciated in each speech and their application to the questions of to-day.

PARADISE LOST.

Books I and II. Studied as in the poems From Milton to Tennyson. The Epic in Literature—a continuation of the study of the Epic begun with the Classic Myths.

Compositions growing more varied and extended throughout the year. Essays in criticism more exhaustive in treatment. Comparisons of various authors, and of the works of literature studied. Argumentative essays and exercises in debate, following the models in orations and arguments.

Culture Reading Course for High School

Represents those authors with whom at least a speaking acquaintance is indispensable. The list includes fiction, biography, nature-study, travels, various kinds of essays, art and poetry. It is distinct from that required in connection with the History and English course proper, and aims at pleasure and inspiration. Therefore it is suggested, not compulsory.

JUNIOR YEAR.

1. Oldtown Folks.—*Mrs. H. B. Stowe*
2. Tales of a Wayside Inn.—*Longfellow.*
3. Don Quixote.—*Translated from Cervantes.*
4. Innocents Abroad.—*Mark Twain.*
5. Birds and Bees }
Birds and Poets } *Burroughs.*
6. Gulliver's Travels.—*Swift.*
7. Robert Falconer.—*Geo. Macdonald.*
8. In Darkest Africa; or With Kitchener in Khartoum.—*Stanley.*
9. Westward Ho; or Hereward the Wake.—*Kingsley.*

MIDDLE YEAR.

1. Sigurd the Volsung.—*Wm. Morris.*
2. Picciola.—*Translated from Xavier-Saintine.*
3. Sohrab and Rustum.—*Matthew Arnold.*
4. Judith Shakespeare.—*Wm. Black.*
5. (Girls) Life of Charlotte Bronte }
(Boys) Life of Chinese Gordon } *Mrs. Gaskell.*
6. Lorna Doone.—*Blackmore.*
7. Life of Goldsmith.—*Irving.*
8. Emerson's Essays, First and Second Series.
9. Tale of Two Cities.—*Dickens.*
10. Prue and I.—*Geo. W. Curtis.*

SENIOR YEAR.

1. The Makers of Florence.—*Mrs. Oliphant.*
2. Virginibus Puerisque.—*R. L. Stevenson.*

3. Cranford, or
A Humble Romance } *Mrs. Gaskell.*
 } *Mary Wilkins.*
4. How the Other Half Lives.—*Riis.*
5. The Marble Faun.—*Hawthorne.*
6. Richard Carvel.—*Winston Churchill.*
7. The Mountains of California.—*Muir.*
8. Golden Treasury of Song.—*Palgrave.*
9. Essays of Elia.—*Lamb.*
10. Heroes and Hero-Worship.—*Carlyle.*

Latin

JUNIOR YEAR.

FIRST TERM.

1. Reading of Collar's New Gradatim, with study of forms and syntax. Allen & Greenough's Grammar. Two months or more are spent upon this easier work before taking up Cæsar.

2. Translation and parsing of Cæsar—attention given to form and syntax. Allen & Greenough's Grammar used in preparation of lessons and studied topically.

3. Daily oral exercises in Composition—Daniell's Composition, Part I; also, detached sentences for illustration of syntax. One written exercise each week from Daniell's Composition.

SECOND TERM.

Continuation of First Term's work.

MIDDLE YEAR.

FIRST AND SECOND TERMS.

1. Grammar.
2. Translation and parsing of Cicero's Orations against Catiline, the Manilian Law and Archias.

3. Reading at sight from Cæsar, Book V.
4. Daily oral exercises in composition based on the orations. One written exercise each week.

Pupils in the Scientific Course complete the Latin requirement at the end of the Middle Year.

SENIOR YEAR.

FIRST TERM.

1. Virgil's *Æneid*, Books I-III. Translation. Comments on the grammatical peculiarities of poetry, prosody, literary and historical references.
2. Reading at sight from Cæsar, Book VI, and extracts from Cicero's Orations.
3. Composition, Part III of Daniell's New Latin Composition. Oral exercises daily.

SECOND TERM.

1. Virgil, Books III-VI, as in the First Term.
2. Review one oration of Cicero.
3. Composition as in First Term.

Greek

JUNIOR YEAR.

SECOND TERM.

White's First Greek Book through lesson L. Usual study of forms and elementary syntax.

MIDDLE YEAR.

FIRST TERM.

White's First Greek Book completed. Careful review of forms and syntax.

SECOND TERM.

1. Goodwin & White's *Anabasis*, Books I and II. Forms and syntax.
2. Composition—Jones' Greek Composition for oral and written work.

SENIOR YEAR.**FIRST TERM.**

Anabasis, Books III and IV. Composition. Sight reading.

SECOND TERM.

Homer's *Iliad*, Books I–III. Study of Homeric forms and syntax. Prosody. Composition as in First Term.

French

JUNIOR YEAR.

During the First Term Professor Lamare will use his own exercises and parsing tables.

In the Second Term, Fontaine's "*Livre de Lecture et de Conversation*" will be introduced. In addition to reading and conversation this book gives a review in French of the grammar learned in English in the First Term.

Novel.—Episodes from Hector Malo's novel, "*Sans Famille*."

MIDDLE YEAR.**VAN DAEL'S INTRODUCTION TO THE FRENCH LANGUAGE.**

This work is used at Harvard; the exercises are literary extracts with sets of questions well adapted to interest the learner and make him express himself in French. It also contains translations and grammar.

Novels will be selected from the following list: "Colomba," by P. Merimee; "Le Roi des Montagnes," by Ed. About; "Le Philosophe Sous les Toits," by Em. Souvestre; "Le Chien du Capitaine," by Enault; "La Poudre aux Yeux," by Labiche & Martin; "Le Voyage de Monsieur Perrichon," by Labiche & Martin.

SENIOR YEAR.

Novels and Plays will be selected from the following list: "Bigarreau," by Andre Theuriet; "Mademoiselle de la Seigliere," by J. Sandou; "Athalie," by Racine; "Le Bourgeois Gentilhomme," by Molière.

Pupils are required to give a synopsis in French of each lesson prepared from these books.

Select pieces of poetry and literary or historical subjects are also given by the teacher.

A list of select French books for subsequent reading is given to the pupils before they leave the school.

German

JUNIOR YEAR.

The work in the Junior year consists of:

1. Study of the German alphabet, (script and point) correct pronunciation of the vowels and consonants, their combinations and modifications.
2. Reading, writing and translating of sentences in progressive order from the most simple to the most difficult ones.
3. Study of the principal rules of grammar and their application in written sentences.

4. Translating of short stories (orally.)
5. Memorizing of short poems of principal authors.

Book used in this work: Collar's Eysenbach. Practice reading and translation at sight from Stern's "Plaudereien."

MIDDLE YEAR.

The work of this year is of a more extensive nature in the study of German grammar. The details of each rule are treated in connection with greater application—the exceptions to the rules considered in every case. The pupils are made acquainted with the more difficult constructions of the German syntax and variations thereof. More oral exercises. Reading and translation at sight of more difficult prose and poetry than in the preceding term. Composition exercises. Memorizing of longer poems. Practical conversation in German. Brandt's German Reader and Joynes-Meissner's German Grammar.

SENIOR YEAR.

A review of the preceding two years. Illustrations of rules by application of the same in original compositions. Letter writing. Translation at sight of stories and fables from the English into German, orally and in writing. Special attention paid to the etymology of the language and its relation to other languages; the history of the language. Joynes-Meissner's German Grammar, Auerbach's "Brigitta," and other German stories and plays.

History

"The study of history is useful for the enlarging of minds, for the calming of judgments, for the uplifting of hearts."—*Thomas. R. Bacon.*

ANCIENT, MEDIAEVAL AND MODERN HISTORY.

The period to be covered and the amount of each required is indicated respectively by the following text-books: Myers' Ancient History, Myers' Mediæval and Modern History.

The underlying thought of the method of instruction pursued in this course is attention to the following:

1. To the pupil's comprehension of the study of history as the story of human progress.
2. To his realization that the life of the world to-day in all its complexity is what it is because of what men and nations thought and did in the past under different circumstances and influences.
3. To his understanding of the changes in thought and action brought about by experience, growth and reflection.

In the development of these aims the manner of instruction presents the following characteristics in so far as is possible and consistent with the age of pupils in the two lower classes of the High School.

(a.) The use of questions designed to lead the pupil to draw inferences from the facts given him, to see the relation between these facts, and to associate them with the broader truth deduced from them.

(b.) The study of pictures relative to the period under consideration; the study of speeches and writings of the contemporary authors that throw light on the main periods of history.

(c.) The study of maps for geography and territorial changes; also the drawing of maps to illustrate these points.

(d.) Constant training of the pupil in note-taking and in preparation of outlines of each topic under consideration; such analytic and constructive work to be kept in a note-book which forms a part of the examinations. The *Ivanhoe Note Book*, Part II, with outline maps, will be used in both Junior and Middle classes.

(e.) A limited amount of supplementary reading is required, under the direction of the teacher, who assigns the topic, indicates the extent of the reading and designates the author to be read.

(f.) All written work of pupils is subject to careful revision by the teacher; the papers are returned to the pupil and his attention called to the corrections.

AMERICAN HISTORY.

While the course contemplates a general review of the most important events of our history, especial attention will be given to the colonial forms of government as related to the present form—their origin and development; to the adoption of the constitution and amendments; to the rise and fall of political parties; to the agitation of the slavery question and the resulting compromises; to a careful study of the whole chain of events leading up to the war of secession; to the new political questions that have arisen since the civil war; parallels in English history and in the history of other republics than ours.

CIVIL GOVERNMENT.

The intention is for the student to become thoroughly familiar with our own government—county, state and national. The origin of our constitution and laws will be traced as far as possible, and comparisons will be made between our own and other governments, showing points of resemblance and of contrast. The Articles of Confederation will be discussed in connection with the preamble to the constitution, and the course in general will be such as to help the thoughtful student to trace results to their legitimate causes and the reverse.

Mathematics

The prescribed Mathematical Course for all but Scientific students is finished in the Middle Year and is the same in all courses:

JUNIOR YEAR.

ALGEBRA.—Entire year.

Text-book, Smith's Elementary Algebra, (Stringham.)

Three recitations a week.

Equations of the first degree, (simple and simultaneous;) the various methods of factoring; H. C. F. and L. C. M.; fractions; fractional equations; quadratic equations, (single and simultaneous.)

PLANE GEOMETRY.—Entire year.

Text-book, Hall & Stevens' Euclid.

Two recitations a week.

Complete Books I and II, including original exercises.
Begin Book III.

MIDDLE YEAR.

ALGEBRA.—Entire year.

Two recitations a week.

General properties of quadratic equations; the relations between the roots and the coefficients, and formation of equations from given roots; powers and roots; fractional and negative indices; surds and complex quantities; ratio and proportion.

PLANE GEOMETRY.—Entire year.

Three recitations a week.

Complete the six books of Euclid and also the propositions leading up to and including the determination of the ratio of the circumference to the diameter.

SENIOR YEAR.

For students who intend to enter any one of the Applied Science Courses in the University of California:

FIRST TERM—PLANE TRIGONOMETRY.

Five recitations a week.

Text-books: Wheeler's Plane Trigonometry, W. & H. Logarithms, Trigonometric Tables.

The development of the general formulæ of Plane Trigonometry, with applications to the solutions of plane triangles and the measurement of heights and distances.

SECOND TERM—SOLID GEOMETRY.

Five recitations a week.

Text-book: H. D. Thompson's Solid Geometry and Mensuration.

The fundamental propositions of Solid and Spherical Geometry together with the solution of original exercises.

Text Books

PRIMARY AND GRAMMAR GRADES.

AUTHOR	TITLE	PUBLISHER	PRICE
	First Reader.....	State.....	\$ 20
	Second Reader.....	".....	35
	Third Reader.....	".....	50
	Fourth Reader.....	".....	60
Baldwin	Fourth Reader.....	A. B. Co.	45
"	Fifth Reader.....	".....	45
"	Sixth Reader.....	".....	50
"	Seventh Reader	".....	50
"	Eighth Reader.....	".....	50
Eggleston	Stories of American Life and Adventure	".....	50
Andersen	Hans Andersen, Part II.....	H. M. & Co.....	15
Burt.....	Stories from Plato.....	Ginn & Co.....	40
Hawthorne	Wonder Book, Parts I and II..	H. M. & Co.....	15
"	Tales of the White Hills.....	".....	15
Ruskin	King of the Golden River.....	M. M. & Co.....	15
Fairbanks.....	Stories of Mother Earth.....	W. & R.....	50
Hawthorne	My Grandfather's Chair (cloth)	H. M. & Co.....	50
Dickens	The Christmas Carol.....	".....	15
Burroughs	Birds and Bees.....	".....	15
Irving.....	Selections.....	A. B. Co.....	25
Longfellow.....	Courtship of Miles Standish....	H. M. & Co.....	15
"	Evangeline.....	".....	15
	Plutarch's Lives.....	Ginn & Co.....	45
Scott.....	Ivanhoe	A. B. Co.....	55
Goldsmith.....	The Deserted Village.....	Ed. Pub Co....	05
	Advanced Arithmetic.	State.....	50
Prince.....	Arithmetic by Grades, Nos. VII and VIII.....	Ginn & Co.....	25
Bailey.. ..	Mental Arithmetic.....	A. B. Co.....	45
	Language Lessons	State.....	30
	Revised English Grammar.....	".....	55
	Revised United States History	".....	80
	Revised Element'y Geography	".....	60
	Revised Advanced Geography	".....	I 20
Fiske.....	History of the United States...	H. M. & Co ...	I 10
	Ivanhoe Historical Note Book, Part I	A. & M. Chic..	25
	Natural Music, Shorter } Course, I and II. }	A. B. Co.....	35 40
Barnes.....	Vertical Copy Books, Nos. I to VIII inclusive.....	A. B. Co.....	07
Rice.....	The Rational Speller {I.....	A. B. Co..	20
	Speller.....	State.....	25
			30

Teachers will order the edition specified *and no other.*

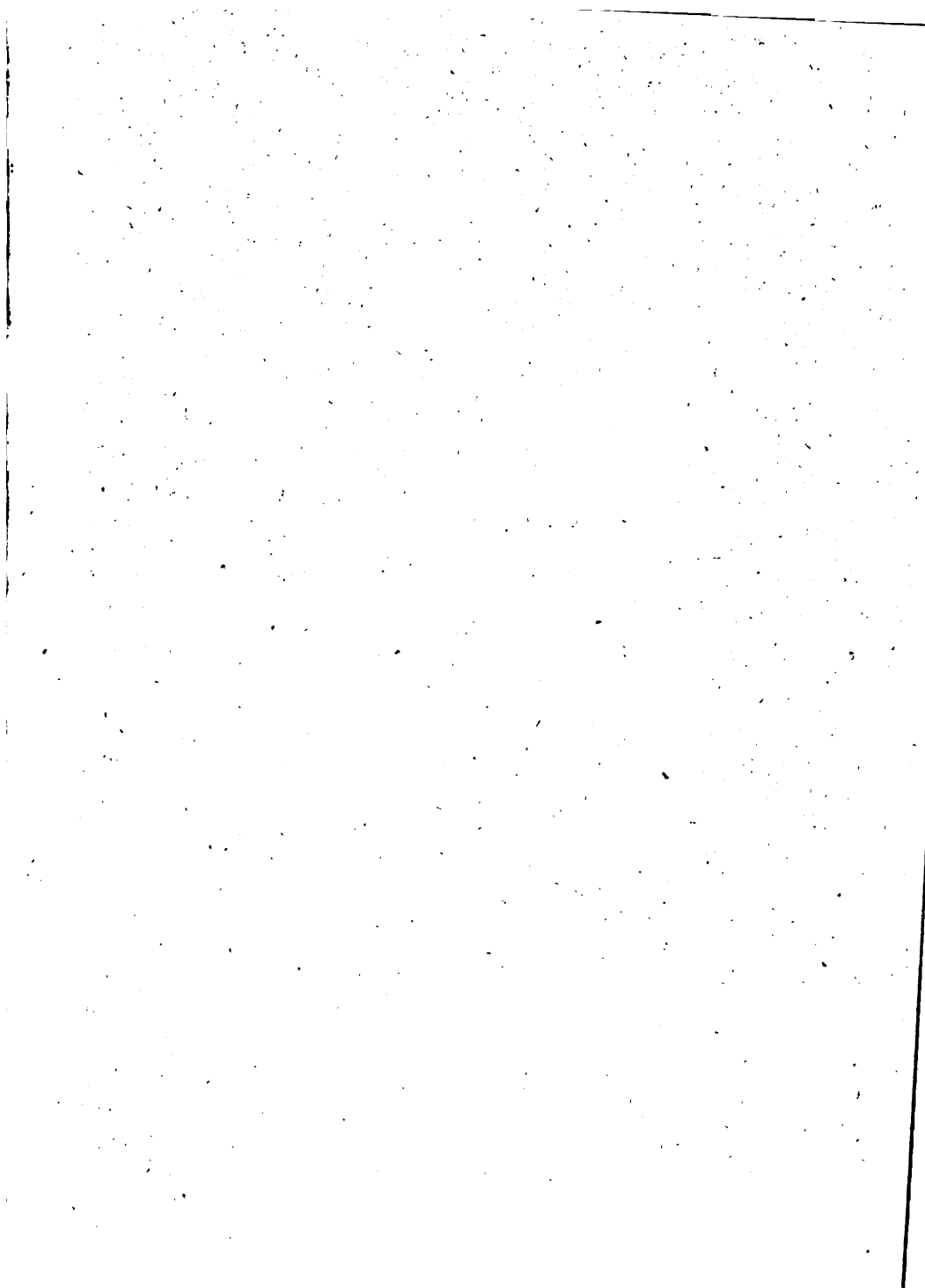
Text Books

NINTH GRADE AND HIGH SCHOOL.

AUTHOR	TITLE	PUBLISHER	PRICE
Irving	The Alhambra.....	Ginn & Co.....	\$ 50
Scott	The Lady of the Lake.....	A. B. Co.....	35
Whittier.....	Snow Bound.....	H. M. & Co....	15
Shakespeare	Merchant of Venice.. ..	A B Co.....	25
C. & D.....	First Latin Book.....	Ginn & Co.....	1 00
Collar.....	New Gradatim.....	"	60
A. & G.....	Latin Grammar	"	1 25
Lewis	First Book in Writing English	McMillan & Co	85
Guest	Hand-book of English History	"	85
Smith	Elementary Algebra (revised)	"	1 50
H. & S.....	Euclid.....	"	1 25
Tarr	First Book Physical Geography	"	1 25
Thompson	Solid Geometry.....	"	1 25
Wheeler.....	Plane Trigonometry.....	Ginn & Co.....	1 10
W. & H.....	Trigonometry Tables.....	"	60
Mead	Physics.....	S & B.....	80
Shepard.....	Chemistry.....	Ginn & Co.....	1 25
Myers.....	Ancient History	"	1 75
"	Mediæval and Modern History	"	1 75
Channing	History of United States.....	McMillan.....	1 40
Hinsdale ..	Civil Government.....	W. R. Pub. Co	1 25
A. & G.....	Cæsar's Commentaries	Ginn & Co.....	1 50
"	Cicero's Orations.....	"	1 50
"	Virgil's Æneid.....	"	1 75
Daniell.....	Latin Prose Composition	L. S. & S.....	1 00
Jones.....	" " "	S. F. & Co.....	1 00
White.....	First Greek Book.....	Ginn & Co.....	1 35
Goodwin	Greek Grammar.....	"	1 75
G. & W.....	Xenophon's Anabasis.....	"	1 50
Seymour	School Iliad.....	"	1 50
Jones.....	Greek Prose Composition... ..	S. F. & Co.....	1 10
	Paradise Lost, I and II.....	L. S. & S.....	45
	Silas Marner.....	Longmans.....	75
	Sir Roger de Coverley.....	A. B. Co.....	25
	Warren Hastings.....	A. & B.....	25
	Julius Cæsar.....	"	25
	Merchant of Venice.....	"	25
	Vision of Sir Launfal.....	H. M. & Co....	15
Bradley.....	Orations and Arguments.....	A. & B.....	1 25
Syle.....	From Milton to Tennyson.....	"	1 25
Gayley	Classic Myths.....	Ginn & Co.....	1 75
Genung.....	Outlines of Rhetoric.....	"	1 25
Collar.....	Eysenbach.....	"	1 25
Stern.....	Studien and Plaudereien.....	H. Holt & Co..	1 25
Joynes-Meissner ...	German Grammar.....	D. C. Heath....	1 25
Van Dael.....	Introduction to Fr. Language..	Ginn & Co.....	1 10
Fontaine	Livre de Lecture et de Conver.	D. C. Heath ...	1 00

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P.O.

